



**DETERMINANTS' OF TEACHERS JOB SATISFACTION AND
COMMITMENT AT SOME SELECTED SCHOOLS OF
GURAGE ZONE**

BY: KIFLU ANSA

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
WOLKITE UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION (MBA)**

**JUNE, 2019
WOLKITE, ETHIOPIA**



**WOLKITE UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF GRADUATE STUDIES**

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BY: KIFLU ANSA

ADVISOR: CHALA DECHASSA (PHD)

CO-ADVISOR: ALEMAYEHU TAKELE (MBA)

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CERTIFICATE

That was to certify that the thesis entitles “Determinants of Teachers’ Job Satisfaction and Commitment in Secondary Schools: The case of selected schools, Guraghe Zone”, submitted to Wolkite University for the award of the Degree of Master of Business Administration (MBA) and was a record of bona fide research work carried out by Mr. Kiflu Ansa, under our guidance and supervision.

Therefore, we declared that no part of thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Main Adviser’s Name

Date

Signature



Co- Adviser’s Name

Date

Signature

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Acronyms

CSA	Central Statistical Agency
CPD	Continuous Professional Development
MoE	Ministry of Education
SEDP	Secondary Education Development Program
SIP	School Improvement Program
SNNPR	South Nation Nationality and Peoples Region
SPSS	Statistical Package for Social Scientist
TAP	Teacher Advancement Program
STURE	Study into Teacher Utilization in the Regions of Ethiopia
VSO	Volunteer Services Over seas

ABSTRACT

The purpose of this study was to investigate relationship between teachers job satisfactions and commitment in selected secondary schools of Gurage Zone. Hence, it examined internal and external factors influencing teachers job satisfaction as well as, the levels of teachers commitments in selected secondary schools of Gurage Zone. Regarding research design, the study employed a descriptive research method. Cluster probability sampling techniques were used for selection of teachers and experts whereas purposive sampling was employed to select principals. In this study, 126 respondents were participated. To collect data, questionnaire and interview were used and the analysis of the quantitative data was analyzed by using SPSS version-20 to determine percent, mean, standard deviation, Pearson product correlation coefficient and regression analysis were used to infer the research findings. Pearson product correlation coefficient results revealed that the relationship between teachers' job satisfaction and job commitment were positive and significant. The lower levels of teachers' job satisfaction were associated with lower levels of their job commitment. The result of study further revealed that the practices of affective, continuance, and normative commitment were not satisfactory. Thus, it is recommended that the Gurage Zone Educational Department should give emphasis for the external and internal factors that affect job satisfaction and commitment of teachers.

Key words: Job satisfaction, Commitment, extrinsic factors, intrinsic factors

CHAPTER ONE

INTRODUCTION

This chapter deals with the main issue of the study comprised the background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Teacher is the central element in educational system holding various important responsibilities. The overall performance of schools depends upon their teachers and ultimately their level of commitment and job satisfaction. In today's working environment teachers' job satisfaction and organizational commitment needs critical attention. Such matters may directly affect the teachers' day today practical activities in their working environment. Identifying the existing factors could enhance the teachers' job satisfaction and commitment. In order to obtain a high productivity and performance it is crucial for schools to gain teachers support and contribution. Job satisfaction refers to the positive attitudes or emotional dispositions people may gained from work or through aspects of work. Teachers' job satisfaction became a central attention in the research and discussions in work and it believed to have relationship with job commitment (Desta, 2014).

For the advancement of teachers Job satisfaction and commitment, there has to be enabling and favorable environment. According to Armstrong (2006), favorable environment is very important thing for building comprehensive set of attitude in the working area especially in teaching and learning environment. Positive or constructive attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction. Desta Ayele (2014), viewed teachers' job satisfaction and commitment as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to a teachers'. Besides Mohammed Gezmu, (2013) also indicated that job satisfaction amongst teachers is multifaceted construct that is critical to teacher retention and has been shown to be a significant determinant of teacher commitment.

Teachers are the most important resources and they are the key figures for any changes that would occur in schools. The provision of a high quality education system depends on high quality

teachers (Jyoti, 2006). High teacher morale, relevant subject knowledge, and the teachers specialized teaching skills are central to quality teaching and learning process (Bolin, 2007). Teacher viewed as one whose profession includes teaching, instructing, imparting knowledge, innovations, and guiding learners to pass through the learning process. Teachers played the most decisive role in influencing over all future life of the students (Ofoegbu, 2004). They are expecting to devote themselves professionally, through providing knowledge, skill and attitude. The quality of the teachers, their commitment, and satisfaction are the determinant factors for the students to benefit from the education system and to achieve the overall objective of education sector. Satisfaction with the teaching component has important consequences. It means that the teachers are happy, devoted and committed; it also helps them to bring their best performance to their schools, so that students, parents, and the society may benefit from their services (Ofoegbu, 2004). The success or failure of the education system depends mainly on teachers' and school principals' satisfaction.

Specifically, teachers spend a great amount of time with their students in class, and hence they have a significant impact on students academic achievement (Desta Ayele, 2014). The availability of competent teachers with the required knowledge, skill and attitude is a key factor for providing of quality of education, yet lack of job satisfaction may affect the productivity of even those well qualified and highly skilled teachers directly or indirectly through exhausted, absenteeism, lack of interest and turnover, all of which can lead to a lack of good work atmosphere and quality work.

Teachers' job satisfaction can contribute substantially to the effectiveness of the school. It contributes to productive output in the form of high quantity and quality products and services, as well as to maintenance objectives of low absenteeism and turnover (DestaAyele,2014). The rational that triggering factor contributing for the study are the quality of the teachers, their commitment, satisfaction and motivation.

According to Shanna (2001), teachers' job satisfaction has been shown to be a predictor of teachers retention, determinates of teachers commitment and in turn, a contributor to school effectiveness. Commitment refers to an individual's attraction and attachment to the work and the school. According to Luthans F. (1998) salaries not only assist people to attain their basic needs, but are also instrumental in satisfying the higher level needs of people; monetary, reasonable compensation and other kinds of equitable incentives encourage teachers job satisfaction.

Generally, schools are not being operate smoothly and cannot achieve their objectives and goals if teachers are not satisfied and committed in their job. Therefore, this study was attempted to address the relationships between teachers job satisfaction and their commitment in Gurage zone secondary schools.

1.2. Statement of the Problem

Teacher's job satisfaction and commitment are a continuing concern that is facing in teaching and learning process at all level. Hence, studying job satisfaction and commitments an extremely interesting area owing to the important implications that it has both at school and individual teacher level, since it affects aspects such as recognition, advancement, achievement, Salary, policy, supervision, working condition, fairness and working relation. A finding reveals that teachers are satisfied in their job with regard to some aspect and dissatisfied with respect to a few aspects. In this regard, Gedefaw Kassie (2012) reported that secondary school teachers in Addis Ababa were dissatisfied with most aspects of their work. The study found that salary, poor benefits and opportunities for promotion, the management style of the principals, the lack of decision-making opportunities, and the poor relationships teachers have with the principals and the parents. As an experienced teacher in the study area about a decade, the researcher has heard some complaints that made teachers dissatisfied with their job.

Studies conducted so far on teachers job satisfaction and commitment (Desta, 2014); Gedefaw Kassie (2012); Mohammed (2013), Tekle and Solomon (2016) tried to assess in one or another way the factors that determine teachers job satisfaction and commitment. However, the previous studies ignored or not explained in detail some variables like advancement and promotion, responsibility, recognition and other relevant information. Furthermore, to the best knowledge of the researcher, no study has been conducted on the topic under investigation in the case of Gurage zone. Therefore, this gap made the researcher to conduct the current study in the target area. Specifically, how does the intrinsic and extrinsic factors can affect level of teachers' job satisfaction and commitment in secondary schools can be answered in this study. Cognizant of this fact, therefore, this study was tried to investigate the effect of both intrinsic and extrinsic factors on teachers' job satisfaction and commitment in Gurage zone secondary schools that makes this study unique as compared to other studies.

1.3. Research Questions

Based on the above research problems the following basic research questions were posed:

- How is the status of teachers' job satisfaction and commitment in Gurage Zone Secondary schools?
- What are the intrinsic and extrinsic factors that influence teachers job Satisfaction and commitment in the study area?
- Is there relationship between job satisfaction and commitment in Gurage zone Secondary schools?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of the study was to investigate the relationship of teachers' job satisfactions and their commitment in Gurage zone Secondary schools.

1.4.2. Specific Objectives

The specific objectives of this study were:

- To assess the status of teachers' job satisfaction in Gurage Zone Secondary schools.
- To identify the level of teachers' commitment in Gurage Zone Secondary schools.
- To examine the intrinsic and extrinsic factors that influence teachers' job Satisfaction and commitment in the study area.

1.5. Significance of the Study

The government of Ethiopia is devoted to ensuring an increase in accessibility and improving the quality of education at all levels including Secondary education. The government is making great efforts in cooperation with other stakeholders to ensure that the Secondary Educational development Plan. By conducting this study, identifying the relation between teachers job satisfaction and commitment in the selected secondary schools of Gurage zone is provide information on which action or measure to be taken to promote teachers' job satisfaction and their commitment. The following are beneficiaries of this research:

1.5.1. Stakeholders:

The stakeholders of education include Government, zone education Department, Woreda education office and the whole society. This study has vital significance for these stakeholders; it

helps to raise awareness of the factors that affect teachers' job satisfaction and commitment in secondary schools and Government to take actions on the factors.

1.5.2. The schools:

The result of this study may serve as input for schools to enhance the teaching and learning process through improving teachers' job satisfaction and their commitments, increase students academic achievement, and school performance.

1.5.3. Other researchers:

It is obvious that conducting research and projects have vital importance for the new researcher on the same study area since limited information was available specifically in relation to teachers' job satisfaction and commitment in Secondary schools of Gurage zone. Therefore, it serves as starting point for those who want to conduct further study on the related problems.

1.6. Scope of the Study

Even though there were so many schools needed teachers job satisfaction and commitment assessment in Gurage zone, it was very challenging to do that because of geographical location, wideness of the zone. So, the study was geographically delimited to some selected Secondary schools of Gurage Zone to make the study more manageable. This study was delimited only to governmental schools. In addition to this, the study was focused on teachers' job satisfaction and commitment with particular emphasis on identifying internal factor such as job, professional development, recognition, advancement, achievement, and responsibility and external factors such as promotion opportunity, organizational policy and administration, salary, supervision, teachers income, work relationship, fairness and work condition factors that affect teachers job satisfaction and their commitment such as affective, continuance, and normative commitment in some selected government schools.

1.7. Limitations of the Study

This study was only focused on job satisfaction and commitment of secondary school teachers in Gurage zone. Among these teachers, only teachers from eight schools were participated in this study.

1.8 Operational Definition of Terms

Teachers' job satisfaction: The term job satisfactions refer to the attitude and feeling teachers have about their work positive and constructive attitudes towards the job (Armstrong, 2006).

External factor of job satisfaction: factors that originate from the individual's environment such as promotion opportunity, organizational policy and administration, salary, supervision, income, work relationship and work conditions; they are associated with job content (Herzberg, 1959).

Policy involves the feelings about the adequacy or inadequacy of school management.

Salary is a form of periodic payment from an employer to an employee, which is specific in an employment, contract (Sharma and Bajpai, 2011).

Supervisions a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Robbins, 2005).

Work Relationship is the relationships between the worker and his or her superiors, subordinates and peers (Hannum, 2005).

Working conditions are conducive when principal provides teachers to safe and healthy environment (Robbins, 2005).

Fairness is perceived neutrality of the actual decisions made in the schools (Robbins, 2005).

Internal factor of job satisfaction: are factors related with job situation or what people actually do in their work such as a, recognition, advancement, and achievement (Herzberg, 1959).

Achievement includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem (Desta, 2014).

Recognition involves effective achievement of personal as well as organizational goals with great interest (Desta, 2014).

Advancement is the actual change in upward status within the organization as a result of performance.

Teacher commitment is the emotional bond between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values (Meyer, 1991).

Secondary school: school that include grade 9 –10.

1.9. Organization of the Study

This thesis composed of five chapters: Chapter one presents background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, definition of operational terms, and organization of the study. Chapter two discusses the key concepts that are used in the paper to place the problem in a broader perspective of literature or review of related literature. Chapter three concentrates on the research and methodology specifically which includes research design, research method, study population, sample size and sampling techniques, data collecting instruments, data analysis and interpretations and also ethical considerations. Chapter four focuses on presentation, analysis and interpretation of data and discussion. Finally, Chapters fives summarize the main finding, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The study of job satisfaction and commitment is a topic of wide interest to both people who work in organizations and people who study them. This chapter deals with the review of the literature concerning factors teachers job satisfaction and commitment. In order to establish a theoretical framework for the problem the current state of knowledge related to the study would review from available literature. The literature related to job satisfaction and commitments would be reviewed to get a better understanding of the theories on the factors that affect the teachers job satisfaction and commitment. The main topic and sub topics that are critically examined and discussed in this chapter are concepts of job satisfaction, theories of job satisfaction, importance of job satisfaction, teachers' commitment, factor for job satisfaction and other subtopics.

2.2. Theoretical literature review

2.2.1. Concept of job satisfaction

There was no widely agreed up on definition for everything. In this case Zembylas & Papanastasiou (2006), argue that although many scholars have studied teachers job satisfaction in different way, there is no conventional definition for the concept of job satisfaction. However, the concept of job satisfaction was defined by many scholars in different way. For the sake of this study some of the relevant definitions were taken from different scholars. According to Desta Ayele (2014), job satisfaction is defined as the teachers affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives in its practical applications. From this definition one can deduce that the teachers affective relation and perceived relation have their own role for the overall performance of the teachers" job satisfaction.

On the other hand, Spector (1997) defined job satisfaction as how people feel about their different aspects of their jobs especially in terms of the teachers overall performance development. Moreover, Job satisfaction is seen in terms of the disagreement between what one expects and what one actually gets in his/her work environment. Moreover, Hewstone (2001), defined job satisfaction as an effective reaction to a job that results from the present comparison of actual outcomes with those desired outcomes. In this regard, job performance requires an individual's

expectations and aspirations in terms of reward considerations and fulfillment needs. From the above definition we can conclude that job satisfaction determined by the disagreement between the individual expectation and what actually they gained in their working environment. If these needs are fulfilled, teachers would be satisfied with the outcome of the job and greater satisfaction would generally motivate teachers“ in performing their tasks more efficiently. Thus, this results in an increase in the school productivity (Desta, 2014).

Job satisfaction is a worker’s sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. According to Kim (2008), there are two types of job satisfaction based on the level of employees' feelings regarding their jobs: accordingly global job satisfaction and job face satisfaction. Global job satisfaction refers to employees' overall feelings about their jobs where as job face satisfaction refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers. According to Zambylas and Papanastasiou,(2004), teachers job satisfaction is the satisfaction of teachers observed while teaching and the perceived relationship between the teachers individual need and the actual performance that can be observed in a real practical situation. From the above definition, we can deduce that teachers job satisfaction is directly linked with a sense of achievement and the overall success the teachers on their job. Moreover, the teachers job satisfaction can be determined by the disagreement between the individual expectation and what actually they gained in their real practice.

2.2.2 Job Satisfaction and Educational Implication

Job satisfaction has its own role on direct or indirect implication on the achievement of education. According to Green (2000), there were three types of theoretical frame works of job satisfaction: namely content or needs theories, process theories and situational models of job satisfaction. The first theoretical frame works of job satisfaction is content or needs theories. According to Maslow, (1970) and Herzberg, (1966) the content or needs theories mainly focuses on identifying the specific needs such as food, shelter, air, and values (respect, recognition, and achievement). These needs are most favorable to job satisfaction. On the other hand Amos (2008), declared that needs or content theories focus on the individual factors within each person that initiate, guide, sustain, or stop behavior. In this regard, needs theorists attempt to stipulate particular needs that must be

satisfied, otherwise the values that must be attained for an individual to be satisfied with his or her need.

The second theoretical framework of job satisfaction is the process theories. In this regard Adams (1965) explains the process theory as how behavior is initiated, directed, sustained and stopped. Moreover, Amos (2008), also elaborated as the process theories emphasize the mental thought processes in determining worker motivation and satisfaction (Ololube, 2006). They are concerned with the individual perceptions of their work environment, and with the way, individuals interpret and understand events (Armstrong, 2006). The process theories attempt to identify the relationships among variables such as values, needs, and expectancies, which make up motivation and job satisfaction. Green (2000), argue that overall job satisfaction is determined by the interaction between expectancies, values and needs.

The third theoretical framework of job satisfaction is the situational models. According to Glassman & Quarstein (1992), situational models is the interaction of variables such as job characteristics (the nature of the work), organizational characteristics (the infrastructure of the organization, leadership, promotion criteria, and facilities), and individual characteristics (sex, age, and education) influences on job satisfaction (Hoy, 1996).

According to Glassman (1992), job satisfaction is determined by two factors, namely situational characteristics and situational occurrences. Employees who want to join organizations first he/she tries to evaluate the situational characteristics (pay, working conditions and promotional opportunities) before accepting a job. On the other hand, the employees join the organization after the individuals have accepted the job. According to Glassman (1992), the situational occurrences can be positive or negative. According to him examples of positive situational occurrences include making positive remarks for work done well, respecting employees, motivate and giving rewards in the form of praise. Negative situational occurrences include under comments by principal, supervisor, colleagues, confusing memoranda, insulting employees in front of their colleagues, or failing to provide responses when assistance is needed. According to Glassman (1992), individuals who are in the same organization and have similar jobs, pay, and working conditions may have different levels of satisfaction due to the differences in the situational occurrences.

2.2.2.1. Hierarchy of Need Theory

The Hierarchy of Need Theory directly related with Abraham Maslow (1970). Maslow (1970) theory is a well-known outline in the area of psychology. In this regard psychologist believes that in the mission to fulfill the needs, individuals behaves and exhibit in a certain manner. According to him, human being gets satisfaction only when their needs are fulfilled. According to Schermerhorn (2011), Maslow hierarchical model of human needs can be used to identify the factors affecting job satisfaction. The hierarchy of needs identifies five distinct levels of individual needs. These include physiological, safety, social, esteem and self-actualization needs.

According to Schermerhorn (2011), physiological needs represent the most basic of all human needs, which are the basic biological needs. These include food, water, shelter and clothing.

According Maslow theory, people would first want to have these needs fulfilled before they move on to the next level of needs. Safety needs include the need for security, protection and stability in the physical events of day-to-day life. According to this theory, people want to feel safe, secure, and free from fear. In this regard, they need stability, structure, and order.

Social needs involve the need for love, affection, a sense of belonging in ones" relationships with others. According to Draft (1997) social needs involves the need for friends, family, and intimacy for social acceptance and affection from one's peers in the workplace. This need is satisfied by participation in work groups with good relationship among co-workers and between workers and managers.

According to Robbins (2005), esteem needs include the need for status, recognition and achievement. People want the esteem of others and they want to be regarded as useful, competent, and important. People also desire self-esteem and need as a good self-image. In the workplace, self- esteems increase responsibility; high status, and recognition (Kim 2004). Moreover, job satisfaction is an important element of employees" mental health and overall wellbeing. The impact of job satisfaction on happiness and well-being is undeniable. As (Smith, 2011), argues a job is not only a main source of income, but also an important life domain in other ways.

Self -actualization is the highest motivation level according to Maslow hierarchy of needs. This involves people striving to actualize their full potential. This helps the people in order to become more of what they are capable of being. They seek to attain self-fulfillment. In the workplace,

people satisfy this need by being creative, receiving training, or accepting challenging assignments (Draft, 1997).

Maslow conception of people satisfying their needs in a specified order from bottom to top is people are motivated to satisfy the lower needs before they try to satisfy the higher needs. Once a need is satisfied, it is no longer a powerful motivator. It is only after the physiological and safety needs are reasonably satisfied (Bateman, 2009). Maslow assumes that some needs are more important than others and they must be satisfied before other needs. The theory states that individuals experience a hierarchy of needs, from lower level to higher level of psychological needs. One has to satisfy the current needs before going to the next level of needs. Thus, the theory assumes that the fulfillment of each need level suggest satisfaction. Maslow theory can motivate and ensure teachers job satisfaction. Satisfaction of such needs can be done through offering suitable rewards. Similarly, teachers security needs can be satisfied through ensuring that teachers are given salaries, retirement annuity and medical benefits. For social needs principals can ensure teachers job satisfaction by encouraging social interaction amongst teachers. Principals can plan delegate responsibility and encourage participation in decision making in order to satisfy teachers esteem needs. The needs for self -actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity. Principals can also maintain job satisfaction in their teachers by making sure that a satisfied need is frequently met.

According to the researcher's view from the theory, the general idea of Maslow's theory is dealing with satisfying the endless satisfaction of teachers by providing appropriate treatments in different ways. This can ultimately improve the teachers job satisfaction and commitment.

2.2.2.2 Herzberg Two- Factor Theory

Herzberg developed another job satisfaction theory. According to Herzberg (1959), two factor theory of job satisfaction and motivation has been widely used in job satisfaction circles.

According to Hewstone (2001), Herzberg two- factor theory holds that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whereas dissatisfaction is influenced by hygiene factors. Motivating factors are those aspects of the job that make people want to perform well and provide them with satisfaction. For example:

achievement, personal growth, recognition, work and responsibility. The motivating factors are considered intrinsic.

Hygiene factors include aspects of the job that are extrinsic to the individual such as remuneration between policies, supervisory practices and other working conditions. According to the two-factor theory hygiene factor are the non-task characteristics of the job that create dissatisfaction. They are also referred to as extrinsic factors because the individual does not have control over them. Herzberg (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction.

School improvement depends on the improvement of teaching. This can be practical when there is increased teachers motivation (Naylor, 1999). In addition, highly motivated and satisfied teachers can create good social, psychological and physical climate in the classroom. Model teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity). This also can be practical when he/ she are satisfied with his/her job.

Motivators or intrinsic (satisfier) factors are related to the actual performance of the work, or the content of the job. The motivators are internal job factors that urge the employee to strive for better achievements, and lead to job satisfaction and higher motivation (Balkin, 2003). They are the factors that influence the perceptions or feelings of employees about themselves and their work. In the teaching profession, the intrinsic factors play as significant role in motivating individuals to join their profession. Thus, satisfaction with the intrinsic aspects of the job is long lived and, therefore, enables teachers“ to sustain their motivation over a long period.

Herzberg(1959), uses the term hygiene for extrinsic factors that area associated with lower order needs, organizational policy administration, supervision, interpersonal relations, working conditions, status, job security, and salary (Amos,2008). The extrinsic job characteristic reflect outcomes generated by performing the job and are concerned with the context or environment in which the job has to be performed (Furnham, 2005).

2.2.3 Importance of Job Satisfaction and Teacher Commitment

Job satisfaction is one of the most important workplace attitudes of employees. Job satisfaction reflects the correspondence between what employees want from their jobs and what employees feel they receive (Wright and Kim 2004). An emotional state results from the appraisal of one job experience. Thus, job satisfaction can enhance individual and organizational performance by increasing work motivation and organizational citizenship behavior. It also reduces costs associated with negative organizational behaviors (Harrison, 2006). Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention.

2.2.4. Teacher commitment

Teacher commitment is also the result of job satisfaction. Commitment is defined, as a high level of attachment to an organization (Croswell, 2006). Teachers' commitment is the emotional bond between the teachers and the school. It can also lead to motivation to work (Mart, 2013).

Commitment is one attitude, including affect, belief, and behavioral intention toward his/her works (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization. Best (1994), indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions (Miller, 2001).

Parakash(2005), defined organizational commitment as a person feeling with regard to continuing his or her association with the organization. Thus, organizational commitment is a bond that an employee has with his/her organization. Commitment is one of the major professional characteristics that influence an educator's success (Croswell, 2006). A three component model proposed by Meyer and Allen (1991) has implications for the continuing participation of the individual in the organization. The three components are: affective commitment, continuance commitment and normative commitment.

Affective Commitment refers to employees emotional attachment and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so (Wilson, 2000). Affective professional commitment in education refers to the teachers' emotional connection to participate in the teaching profession (Kitsantas, 2007)

Continuance Commitment refers to an awareness of the costs associated with leaving the organization (Nazari, 2012). Employees primary link to the organization is based on continuance commitment. Continuance commitment can be regarded as an instrumental attachment to the organization where the individual association with the organization is based on assessment of economic benefits gained (Wilson, 2000). Continuance commitment in education refers to commitment based on the benefits and costs that is related to stay in the profession (Nazari, 2012). It is the extent to which individuals believes that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari, 2007). Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has high cost for them.

Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization, internalized normative beliefs of duty and obligation to make individuals obliged to sustain membership in the organization (Allen and Meyer, 1997). Normative professional commitment in education refers to the feelings of moral responsibility of teachers to stay in the profession (Ceep, 2000). It is the sense of obligation of the professional towards the profession to uphold the value. The adoption of the goals and values of the school constitutes the basis for teachers „commitment to school (Cohen, 2003).

2.3. Factors for Job Satisfaction

Studying job satisfaction is an extremely interesting area owing to the important implications both at school and at individual level (Desta, 2014). Job satisfaction is multidimensional phenomenon. Different scholars argued to identify different job satisfaction factors. According to Ellickson

(2001), factors for job satisfaction are having sufficient work tools, capitals, teaching opportunities and a reasonable workload. Other scholars determine job satisfaction on the source of attitude to the work, relationships with member employees, supervision, company strategy and support, salary, promotion and progress (Jalee, 2004).

According to Kinicki (1998), there are five predominant models of job satisfaction, which specify its causes. These are need fulfillment, discrepancy, value attainment and equity. Need fulfillment satisfaction is determined by the extent to which the characteristics of a job allow an employee to fulfill his or her needs (Desta, 2014). Discrepancy satisfaction is a result of met expectations. Met expectation is the difference between what a person expects to receive from the job, such as pay and promotional opportunities and what he or she actually receives (Hewstone and Stroebe, 2001). Value attainment is the extent to which a job allows fulfillment of ones work values. Locke (2002) argued that individual values would determine what satisfied them on the job. Equity theory proposes that the level of job satisfaction experienced by individuals is related to how fairly they perceive that they were being treated in comparison to others. Employees who find themselves in inequitable situations were experienced dissatisfaction and emotional tension that they were being motivated to reduce (Specter, 2000).

2.4. Factors Influencing Teachers' Job Satisfaction

According to Buitendach and Witte (2005), job satisfaction is a complex construct and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged in to two dimensions, namely, extrinsic and intrinsic factors.

2.4.1. Extrinsic Factors of Job Satisfaction

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee. The extrinsic factors include policy, salary, supervision, work relationship, working conditions, and the issue of fairness.

Policy:-School policy has relation with the effectiveness of school as well as teachers performance (Desta, 2014). Bennell (2007) noted that lack of clear policy tends to generate conflict, power vacuum, overlap and duplication of effort. Therefore, school policy focused on the feelings about the adequacy or inadequacy of school management. This includes the presence of good/poor communications, have/lack of delegated authority, policies, procedures and rules.

Salary is a form of periodic payment from an employer to an employee, which is specific in an employment contract (Sharma & Bajpai, 2011). In addition, incentive is something that triggers a particular course of action. When incentives is offered for meeting specific goals, the employee is likely to expend more energy and effort into the job and thereafter the incentive was given to the employee as a reward when the goal is met (Ahuja, 2007). Incentives are useful mechanisms to induce positive attitude and motivate employees. The existence of both financial reward and recognition has been found to have a significant influence on knowledge workers and inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention (Desta, 2014).

Supervisions a way of stimulating, guiding, improving, refreshing, encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Supervision requires the competency or technical ability of the supervisor. This includes the supervisor s willingness to teach or delegate authority, fairness and job knowledge. Supervision in school is a vital process. It is the combination of activities which is concerned with the teaching, and improvement of the teaching in the school (Robbins, 2005).

Work Relationship: In any organization, very few things can be accomplished alone. Typically, work is done in teams or through partnering with colleagues, suppliers and customers. The employees are part of a web of relationship. This relationship must develop quickly and productively to allow for high trust and creative collaboration (Hannum, 2005). Therefore, work relationship is the relationships between the worker and his or her superiors, subordinates and peers. This includes both job related interactions and social interactions within the work environment. In order to build effective working relationship, employees must be able to engage with others in a positive and productive way. Building working relationships offer individuals a rich variety of tools and processes to prevent, manage and resolve work conflict to build agreement (Barnes, 2009).

Working conditions are conducive when principal provides teachers to safe and healthy environment. Furthermore, the availability of necessary equipment and other infrastructures are one that may reduce the effectiveness of teachers as well as the organization. Therefore, school

principals put their effort in making the working conditions safe, health, adequately furnished and attractive to use the teachers' knowledge, skill and creativity for the school effective competitive advantage (VSO, 2002). Working condition sensible impact on teachers job satisfaction and commitment because the employees prefer physical surroundings those are safe, clean, and comfortable for works (Robbins, 2005).

Fairness: One factor related to job satisfaction is the extent to which teachers perceive that they are being treated fairly. The relationship between perceptions of justice and job satisfaction is very strong. Therefore, employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions (Aamodt, 2004). Additionally, another scholar states that distributive fairness is perceived fairness of the actual decisions made in the schools (Robbins, 2005).

2.4.2 Intrinsic Factors of Job Satisfaction

Intrinsic factors are related to psychological rewards such as receiving appreciation, positive recognition, advancement and achievement.

Achievement includes the personal satisfaction of completing a job, solving problems, and seeing the result of one's efforts or the potential of the individual to tackle any sorts of problem (Desta, 2014).

Recognition: In the context of managing people, the reward and recognition system underlines a core feature of the employment relationship. It is given to show appreciation for the employees efforts and positive contribution to the employee relationship. Recognition takes place only after the behavior has occurred. If the recognition system could be clear and equity in the view of the staff members, it facilitates effective achievement of personal as well as organizational goals with great interest (Desta, 2014).

Advancement is the actual change in upward status within the organization because of performance. Increased opportunity changes with no increase in status are considered under responsibility. Teacher Advancement Program (TAP) counters many of the traditional drawbacks that plague the teaching profession. These include ineffective professional development, lack of career advancement, unsupported accountability demands and low undifferentiated compensation.

Teacher Advancement Program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession. TAP is a whole school reform intended to motivate, development retain high quality teachers in order to increase students achievement. Therefore, intrinsic motivation increases the individuals' job satisfaction as well as the organization bargaining power (MoE, 2004).

Some empirical studies witnesses as strong positive relation observe between commitment and desirable job satisfaction (Angle, 1981). Research result indicate that satisfied employee tend to be committed to an organization, more likely to attend work, stay with and organization, arrive at work on time, perform well and engage in behavior helpful to the organization (Aamodt, 2007). According to Kotze and Roodt (2005), a strong relation has been empirically established between job satisfaction and employee commitment. As shown above empirical study the following conceptual framework has been developed.

2.4.3 Extrinsic factors of Job Satisfaction

Extrinsic sources of job are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors were discussed, namely: policy, salary, supervision, work relationship, working conditions, and the issue of fairness were discussed above. Intrinsic sources of job are related to reward such as achievement, recognition and advancement.

Generally, teachers' job satisfaction and commitment has its own crucial role for the overall success of the school organization. In relation to this, the most widely accepting theory of job satisfaction is proposed by Locke (1976), who defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. From this definition we can deduce that providing adequate appraisal can enhance the over performance of the teacher.

In general, scholars believed that the development activities help a person to make positive contribution to the organizations. For the success of job satisfaction and commitment adequate training, provision of sustainable supervision, enhancing the teachers or employee salary and utilization of resources can further helps teachers to achieve organizational as well as personal goals. As Saeed and Asghar (2012) pin points training and development, proper utilization of resources and adequate supervision improves the motivation and satisfaction level of employees,

increase their skill and knowledge, and also expands the intellect on overall personality of the employee. Therefore, providing training, supervision and adequately utilizing the proper resources can be a motivational factor which enhances the knowledge of the teachers towards the job. By the help of adequate supervision, training and proper utilization of the resources teachers become proficient in their jobs and they become able to give better results. Thus, an organization should identify teachers adequate training need, offer sustainable supervision support and provide relevant incentives for the overall success of the organization and to run the program by collaborating with necessary stake holders.

2.5 Empirical literature review

One of the most frequently mentioned contributing factors to the low morale and job satisfaction of teachers in Ethiopia is the little respect for and the reduced status of the teachers. In Ethiopia teaching was considered as one of the most prestigious professions three decades and more ago. However, teaching seems to have lost its status. Currently it is one of the professions given the lowest regard in Ethiopia (VSO, 2008). Following the dramatic expansion of education in the country in recent years, specifically since the 1990s, teachers are no longer highly respected by virtue of their education (VSO, 2008). Evidence from interviews with Ethiopian teachers indicates that teachers perceive their status as being low. They also observe that their treatment by society, the parent community, and by all levels of the government sector is poor. Their poor status is the most often mentioned cause of de-motivation and low job satisfaction. A VSO (2008) interviewee stated that being a teacher is not considered a respected professional, whilst a bank officer, who is the result of the teachers effort, is greatly respected. This lack of respect for teachers causes job dissatisfaction (Menon, Papanastasiou & Zembylas, 2008; VSO, 2008). It is possible that many of the Ethiopian teachers are not capable of performing well. The forces, according to Bennell (2004), that result in the „de-professionalization of teachers include a prolonged economic and social crisis, the increasing diversification of the teaching force, an increasing reliance on unqualified and under-qualified teachers, low standards of teaching, and a dramatic decline in the standards of living conditions of the teachers (VSO, 2002). In addition to the above, the teachers in developing countries, including Ethiopia, have experienced poor management and leadership (Evans, 2001; VSO, 2008). National policy-makers and other stakeholders are becoming increasingly aware of the problem of low teacher morale, poor teacher

motivation and high levels of occupational dissatisfaction (VSO, 2002). As stated in the Education and Training Policy (MOE, 1994), one of the objectives in Ethiopia is to improve the working conditions of teachers, to evaluate their status in the community, and to enhance their motivation and professional attitude. Yet, despite the pivotal nature of the teachers' role and the objective stated in the Policy, there is a tendency on the part of the policy-makers to bypass teachers in the decision-making, and to neglect their needs when considering new policy directions

Furthermore, often scant attempts are made to understand the underlying causes of poor teacher motivation, the poor quality of education, and high levels of occupational dissatisfaction. Rather, government officials and education leaders, in their reports and through the media, put pressure on teachers for better student achievement and to enhance quality, but fail to identify and address the factors that cause the teachers' job dissatisfaction. Education leaders in general and education researchers in particular, have not given serious attention to the issue of job satisfaction in Ethiopia. There is a lack of empirical investigation into the issue. Understanding teachers satisfaction by means of an empirical study is crucial. Thus, the first step to guarantee better student achievement and quality education, to stabilize the teachers' employment in the teaching profession and to raise the teachers' morale, is to be better informed about teacher job satisfaction. This may enable managers to address the problems causing the lack of job satisfaction, and the resulting quality education.

2.6 Conceptual framework

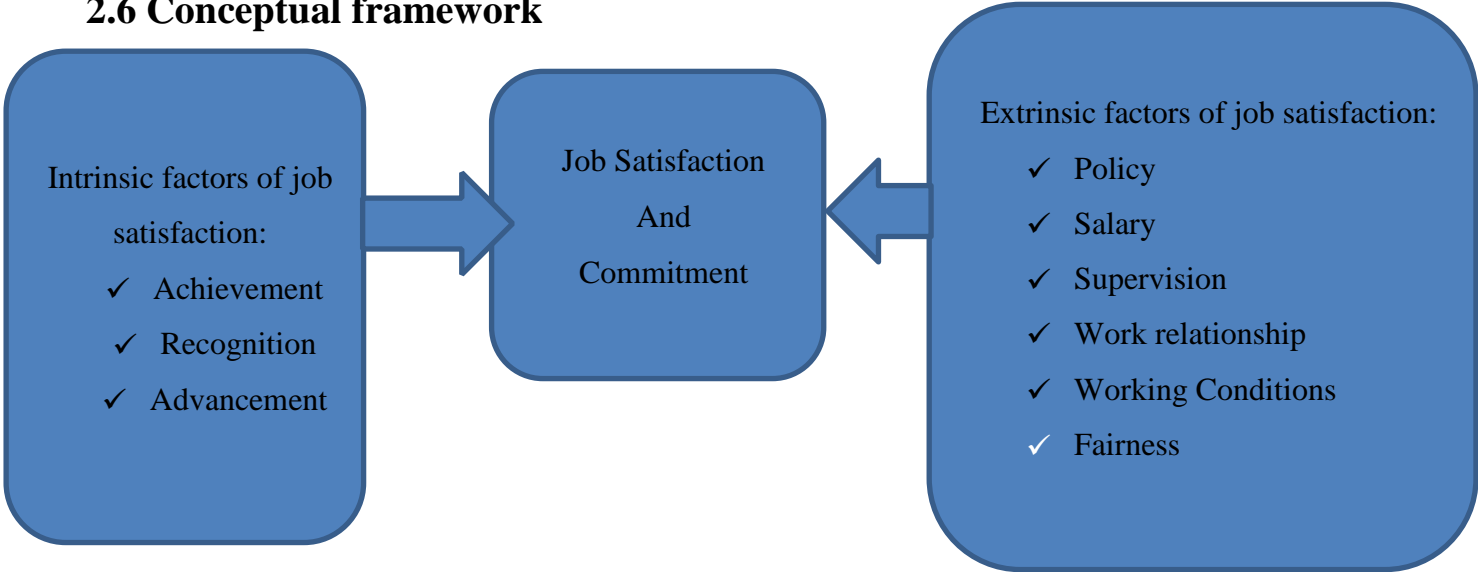


Figure1: Conceptual Model adapted from Desta (2014)

CHAPTER THREE

RESEARCH METHODOLOGY

This section presents study area, design of the study, participants, procedure of the study and method of analysis.

3.1 The Study Area

Gurage Zone consists of thirteen woredas and two administrative towns. Namely: Abeshge, Kebena, Eza, Welene-Gedebano-Kutazer, Sodo, Meskan, Mareko, Gumer, Cheha, Enemorna Ener, Mihurna Aklil and Endegagn. The two administrative towns are Wolkite and Butajira. Wolkite is the administrative center of the Zone and located at a distance of 158 km southwest of Addis Ababa. However, the biggest in terms of facility and well established town is Butajira which is located 133 km south of Addis. (Source: Locational map of the study area).

In these thirteen woredas and two administrative towns, there are 50 Secondary Schools. In these fifty schools, there were 1522 teachers, 50 principals, and 65 vice directors. In Gurage Zone, there were 22 Zone Educational Office Department, 215 woreda education expert and 24 supervisors (Source: Gurage Zone Education Office Report, 2019).

3.2. Research Design

In this study, descriptive research design was employed. To address the research questions both quantitative and qualitative or mixed approaches were used. This determinations help to describe the current practices of teachers job satisfaction and their commitment in the study area. Conceptually, a mixed approach can give priority to one of the methods while another was embedding strategy (Creswell, 2002). Thus, in this research the quantitative approaches embed the qualitative one to describe explanation of teachers' job satisfaction and commitment in the study area. The rationale for using mixed approaches is to capitalize on the strengths of each approach and balance their different weaknesses and provide a better understanding of research problems than either approach alone.

3.3 Sources of Data

The sources of data in this study were both primary and secondary sources. Primary data sources were obtained from woredas' education office expertise, teachers and principals. These were helping the responsible bodies to reflect teachers' job satisfaction and their commitment conditions from their practical experiences; whereas, secondary data were collected from document review of statistical record and written sources.

3.4 Target Population

The target population in this research was all teachers in eight (8) Secondary schools of Gurage Zone. The total number of the targeted population was respectively 1522 teachers 50 principals, 65 assistant principals, 215 Woreda education office experts, 24 woreda supervisors and 22 zone education department experts

3.5. Sample Size and Sampling Techniques

Gurage zone has 13 woredas and 2 Administration towns. The researcher put them in to 4 clusters based on their geographic location i.e. Northern Gurage, Southern Gurage, Western Gurage, and Eastern Gurage. Among them the researcher selected 2 clusters, Northern Gurage and Western Gurage clusters by using multi-stage sampling technique. Since the population under the study was very large and the geographical distribution of the member scattered the researcher forced to use cluster sampling technique. Cluster sampling was useful in situation where the population members are naturally grouped in unit that can be used conveniently as cluster. In this selected clusters", the total number of Secondary schools are 50. Among these, 8 Secondary schools (9-10) selected by simple random sampling technique. This is because simple random sampling technique would give an equal chance for all the selected members.

Accordingly Yaberus, Aba Fransua, Hole, Darge, Emdibir, Daquna, Agena and Yewahaniye Secondary schools were included under the study. It is suggested that descriptive research typically uses large sample; it is also suggested that one can selected 10%-20% of accessible population for the sample (Singh, 2006). So, in this study, to determine the sample size, from total population 20% were taken as a sample. Accordingly out of 522 total population used based on the stated formula; and out of this 126 population used as a target sample.

As to Smith and Jackson (2009) said that a sample refers to a subset of those entities that decisions relate to. As to them, the sample must be carefully selected to be representative of the population and the researcher also needs to ensure that the sub divisions entailed in the analysis were accurately provided for. Since the target populations were five hundred and twenty two (522), the study used the normal approximation to the hyper geometric distribution formula to determine the sample size. This was given by the formula;

Hyper geometric; $n = \frac{NZ^2pq}{E^2}$

Where:

- ✓ n = required sample size,
- ✓ N = population size,
- ✓ p and q are the population proportions (set at 0.5 for this study since it's not known),
- ✓ Z = value that specifies the level of confidence in this study 's confidence interval when the data is analyzed. (used confidence of 99%, in which case z is 2.58) and ✓ E = sets the accuracy of the sample proportions.

(Assuming accuracy of plus or minus 10%, then E is set to 0.10

$$\frac{522(2.58)^2(0.5)(0.5)}{(0.1)^2(522-1) + (2.58)^2(0.5)0.5}$$

$$\frac{868.6602}{6.8741}$$

$$126.3671$$

$$6.8741$$

$$=126.3671 \text{ } n=126 \text{ Table1:}$$

Table 1: Sample schools in the study with respective woredas and number of teachers

No	Woreda/ Town Administ ration	Total no. schools	Name of Secondary School	Total population						Total Populatio n
				Teach ers	Super visors	Main princi pal	Vice princi pals	Woreda Educati onal experts	Zone Departmen t office	
1	Wolkite	4	Yaberus	118	1	4	7	12	22	164
			Aba Fransua							
2	Abeshige	3	Hole	63	1	3	5	13		85
			Darge							
3	Cheha	8	Emdibir	125	2	8	12	16		163
			Daquna							
4	Ezha	4	Agena	83	1	4	7	15		110
			Yewahenye							
	Total	19		389	5	19	31	56	22	522
	Sample size			94	2	5	7	13	5	126

Source: Gurage Zone Education Office report, 2019

3.6. Data Collection Tools

For this study, questionnaire and interview were used as instrument for data collection.

3.6.1. Questionnaire

The questionnaire was the principal method of data gathering that employed for securing relevant information for the study. This allows the respondents to provide or share their lived experience with high elaboration or explanation. Moreover, it was also more advantageous to obtain rich or thick data.

The questionnaire was developed by the researcher depending on the specific objectives and or questions of the study. After the questionnaires were prepared, it was checked by advisors. The main purpose of using questionnaire was to identify the overall impression of the respondents.

The researcher prepared questionnaires with both close-ended and open-ended ones. The questionnaires had two parts. The first part of the questionnaire were described the respondents background information categories which included gender, age, and level of qualification, length of service and location of school. The second part consisted of both close- and open-ended questions that addressed the basic objectives of the study. In addition to open ended and closed ended questions, Likert scale questions were used. Likert (1932) developed the principle of measuring attitudes by asking people to respond series of statements about the topic.

3.6.2. Interviews

Unstructured in-depth interview was held to obtain relevant information from 8 schools principals Gurage zone educational office department and 4 woredas education office expertise, supervisors and teachers were included in the study because they are more related to problem. The interview was recorded by tape recorder after having the permission of the interviewees. The researcher clearly explains the purpose of recording the discussion for the respondents; and respondents assured that the information recorded was only used for the purpose of the study. The interview items directly related with the objectives of the study. Each interview had taken place within 30 minutes.

3.7. Procedure of Data Collection

To answer the research questions, the researcher used series of data gathering procedures. The researcher received the authorized official cooperation letters from Wollkite University and Gurage Zone education department office, for ethical clearance, the researcher introduced his objectives and the purpose of the study for participants. The questionnaires were administered by the researcher to teachers. Again, the interviews were administered to woredas education office, main principals, vice principals and supervisors, including Gurage Zone educational department office experts. Finally the researcher collected all the data from the participants to resume the research work.

3.8. Validity and Reliability

Validity refers to how a test measured what it was purposed to measure. To achieve the validity in the instruments of data collection, the instruments were initially prepared in English language, and

checked by advisor in order to comment the extent to which the items were appropriate in securing relevant information to the research. Best and Kahn (2002), described that the items of the instrument should represent a significant aspect of the purpose of the investigation. Content validity addressed to what extent the appropriate content was representing in questionnaires and interview guide items. Validity looks at whether the measures what it is intended to measure and whether the instrument drawn accurate information. To validate the instruments, the items of the questionnaire were examined by the research supervisors and other experts in the field of MBA. The questionnaire had got acceptance by the experts before administration. In addition, the pilot study was conducted in Yaberus Secondary and Preparatory School to measure the reliability of the instruments. The questionnaires were administered to thirty (30) school teachers. Thirty teachers were selected from 55 teachers teaching grade 9 and 10 in the school. The data collected during pilot study were not included in the main study. Reliability of the instruments was computed through Cronbach's Alpha. Cronbach's Alpha coefficient can hold a value of 0 to 1 and the result of .70 and above implies an acceptable level of reliability (Nunnally & Bernstein 1994). Thus, the results of reliability for each independent and dependent variable and their factors are presented in Table below:

Table 2: Reliability

No	Variables	No of Items	Cronbach's Alpha	
			Pilot Study (n=30)	Main Study (n=94)
1	Policy	3	.71	.73
2	Salary	4	.82	.83
3	Supervision	4	.72	.81
4	Work relation	4	.80	.86
5	Work condition	4	.74	.82
6	Fairness	2	.91	.81
7	Recognition	3	.88	.90
8	Advancement	2	.71	.72
9	Achievement	4	.81	.87
10	Satisfaction	7	.75	.88
11	Commitment	11	.81	.89

As shown in above Table 2, the questionnaires that measures intrinsic factors, extrinsic factors, job commitment and job satisfaction were found to be reliable.

3.9. Method of Data Analysis

The collected data was analyzed both quantitatively and qualitatively. The data collected from teachers through questionnaire was processed and analyzed using descriptive statistics (i.e., frequencies, percentages, means and standard deviations) and inferential statistics (Pearson product correlation coefficient and regression analysis) with the help of Statistical Package for Social Science (SPSS) version 20.

A multiple linear regression analysis was carried to examine the influence of intrinsic and extrinsic factors on job satisfaction and commitment through SPSS. The study has two dependent variables, such as teachers job satisfaction and commitment, and analyzed separately using multiple regression analysis to identify the determinants. Teachers job satisfaction and commitment is determined by wide range of intrinsic and extrinsic factors. Intrinsic factors are achievement, recognition advancement and achievement. Besides, extrinsic factors are policy, salary, supervision, work condition and fairness. The qualitative data collected from different sources through interviews supplemented the quantitative results of study based on their similarities with the contents.

Model Specification:

Data was collected using adapted tool; the tool prepared in English was translated into Amharic and finally back translated in to English by another expert to keep its consistency. The tool consists; 3 items policy issue, 4 items salary related, 4 items supervision, 4 item work relation, 4 item work condition, 2 fairness, 3 item recognition, 2 item advancement 4 item achievement were considered as independent variables whereas 11 item commitment (affective, continual and normative) and 7 item satisfaction were considered as independent variables measured on five-point Likert scale. After inversely coding negatively phrased items was computed and transformed to know the mean and standard deviation of each domain. Moreover, Cronbach's alpha coefficient with 0.70 and above was accepted. Pearson moment product correlation was used to assess the correlation between factors and job satisfaction and commitment.

The models of intrinsic and extrinsic factors on job satisfaction and commitment were specified as follows:

Model 1: The model of intrinsic factors on job satisfaction:

$$Y_1 = .66 + .23X_1 + .23X_2 + .41X_3$$

Where, X_1 = recognition, X_2 =advancement and X_3 = achievement, Y_1 = job satisfaction

Model 2: The model of extrinsic factors on job satisfaction:

$$Y_2 = -.57 + .22X_1 + .19X_2 + .25X_3 + .26X_4 + .21X_5 + .14X_6$$

Where, X_1 =Policy, X_2 =Salary, X_3 =Supervision, X_4 =Work relationship, X_5 =Working condition and X_6 =Fairness, Y_2 = job satisfaction

Model 3: The model of intrinsic factors on teachers' commitment:

$$y_3 = .93 + .43X_1 + .24X_2 + .24X_3$$

Where, X_1 = recognition, X_2 =advancement and X_3 = achievement, y_3 = commitment

Model 4: The model of extrinsic factors on teachers' commitment:

$$y_4 = .27 + .16X_1 + .15X_2 + .18X_3 + .34X_4 + .20X_5 + .08X_6$$

Where, X_1 =Policy, X_2 =Salary, X_3 =Supervision, X_4 =Work relationship, X_5 =Work condition and X_6 =Fairness, Y_4 = commitment

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

On the basis of methods for data collection and analysis outlined in the research proposal the results analyzed and interpretations with new findings, which can be used for various purposes, would be discussed in this chapter as follows. Accordingly in the study information were obtained from different groups of people. These include teachers, principals and education expertise of woreda and zone education offices in selected study area. Among the methods used for gathering of data questionnaire, open ended and unstructured interviews are some to mention. As key respondents and main sources of data 94 teachers in 8 secondary schools, 5 principals, 7 vice principals, 4 supervisors, 14 educational office experts and 5 Zone Educational department offices were included and Likert scale questions were used for teachers. The quantitative data were organized and subjected to SPSS (statistical package for social science) version 20. The results and discussion of the study are presented below.

4.1. Demographic characteristics of respondents

As shown in Table 3, the characteristics of respondents revealed that the majorities of the teachers 74 (78.7 %) were males and the remaining 20 (21.3%) were females. This shows that the majority of teachers participated in this study were comprised of males.

In terms of age, the data indicates, the teachers are in the age range of ≤ 25 (12.8%), 26-30 (51.1%), 31-35 (11.7%), 36-40 (14.9) and > 40 (9.6%). This confirms that majority of teachers in Gurage Zone are 26-30 years old that shows most of the teachers are in the young age. A difference in job satisfaction on the basis of age is a widely researched issue.

Concerning educational level diploma 15(16) and degree holder 78.7(94.7%), MA. MBs 5(5.3) as the result reveals, mass of teachers were first degree holder in Gurage Zone secondary school. According to service years as the data indicates, 7(7.4%), 32(34%), 22(23.4%), 7(7.4%), 3(3.2%),6(6.4%) and 17(18.1) were 0-2, 3-5, 6-8, 9-11, 12-14, 15-17 and more than 17 years respectively. The result shows that the majority of teachers in Gurage zone secondary school had 3-5 years" service and it implies that the Zone had young and energetic teachers. And as the

data indicated in the Table 4, 42 (44.7%), and 52(55.3%) of teachers location were rural and urban respectively. This shows that the majority of the participants were from urban areas.

Table 3: Demographic characteristics of the respondents

Variables	Categories	Frequency	Percentage
Sex	Male	74	78.7
	Female	20	21.3
Age	Below 25	12	12.8
	25-30	48	51.1
	31-35	11	11.7
	36-40	14	14.9
	Above 40	9	9.6
	Total	94	100
Educational Background	Diploma	15	16.0
	BA/BSC	78.7	94.7
	MA/MSc/	5	5.3
	Total	94	100.
Service Years	0-2	7	7.4
	3-5	32	34
	6-8	22	23.4
	9-11	7	7.4
	12-14	3	3.2
	15-17	6	6.4
	More than 17 years	17	18.1
	Total	94	100
Location of school	Rural	42	44.7
	Urban	52	55.3
	Total	94	100.

Source: Survey data (2019)

4.2 Status and level of teachers' job satisfaction

As it can be shown in the table 4 below, regarding the level of agreement on teachers' job satisfaction items, few 16 (17.0%) of the respondents responded negatively on the statement "I am satisfied to become a teacher, and most of them 31(33.0%) disagreed on the same issue. Besides, 13(13.8) of the respondents replied undecided. On the other hand, 24(25.5%) of the respondents

were agreed, and very few 10(10.6) of them responded positively on the same issue. This implies that almost less than half of the respondents confirmed that they were not satisfied to become a teacher. In relation to this, study conducted among secondary schools in Addis Ababa confirmed that secondary school teachers were dissatisfied (Eleni, 2017). On the contrary, the result of the study reaffirmed that some of the secondary school teachers were satisfied to become a teacher. In this regard, Eleni (2017) suggested that experienced teachers (having experience more than nine years) were relatively satisfied. Moreover, research conducted in Hadiya Zone (SNNPR) revealed that the majority of teachers were not satisfied in their teaching profession and did not want to continue with teaching profession. According to the author, low satisfaction of teachers“ had contributed to lower productivity, poorer quality, more numerous grievances, and increased turnover (Desta, 2014).

Regarding the statement “I enjoy in my work”, 18 (19.1%) of the respondents responded negatively, also 29(30.9 %) of them also disagreed on the same issue. But 21(22.3 %) of the respondents replied undecided. On the other hand, 22(23.45 %) of the respondents responded positively that they do not enjoy their work. Only 4 (4.3%) of them were strongly agreed on the same issue. So, the result clearly revealed that teachers were not enjoying their work. In general term, some of the key respondents were disagreed that they did not enjoy engaging in their work. In agreement with this, Gedefaw (2012) revealed that the majority of teachers’ were not preferred to continue with teaching profession due to poor fringe benefits and opportunities for promotion, the management style of the principals, and the lack of decision-making opportunities for the teachers.

On the part of the interview, regarding Status and level of teachers“ job satisfaction among the respondents, for example Guraghe zone Educational Department Teachers Leadership and Educational Development coordinator responded in such manner that the level of teachers job satisfaction and commitment are positive in most secondary schools, some schools were somewhat satisfied in their job due to provisions of facilities, like electricity, water, modern technology/educational equipment’s that has impacted clearly on students over all academic performance than those schools which were disfavored in terms of facilities observed in different time of zonal supervision work

On the other hand, amongst five interviewees of Guraghe Zone Educational Department Teaching and Learning and exam evaluator on her side confirmed that teachers job satisfaction and commitment are support each other. However, many teachers are still dis satisfied on their job due to the fact that there exists that there is no proper and adequate provision and facilities, such as salary and incentives that are expected to arose the interest and commitment of the teachers are un able to compute with the current market demands and supply in most cases.

On the part of Woreda Educational experts interview regarding and other teachers' job satisfaction and commitment, out of fourteen interviewees, ten of the same respondents reaffirmed that student–teacher relationship by itself is more of artificial in that teachers are not yet respected per its professional value, ethics, norm and other attributes.

On the other extremes, school supervisor of Woreda Education office also underlined that the level of teacher's job satisfaction and commitment are impacted by the fact that there is limited resources for school facilities and training, and helpful system for proper realizations of job satisfaction and commitment that gear towards eventual success.

Accordingly, Wolkite town Education Supervisor strengthened his interview point on such way that due to the prevailing problem of market economy and partially behavior of students by itself has created dissatisfaction, and immorality on the part of many teachers.

According to Wolkite town Yaberus Secondary school principal, and woreda Secondary school confirmed that most school teachers dis satisfied due to lack of opportunity for shelter, incentives, and insufficient salary in many instants.

Cheha woreda Emdiber Secondary school principal and Dakuna secondary school principal, and Ezha Woreda Agena Secondary School principal including vice principals in each eight sample schools re-affirmed in same say that teachers were often dissatisfied and lack commitment on performance of their jobs.

In line with this the majority of respondents from teachers on open ended item regarding teachers' job satisfaction and commitment, said that all in all teachers were dis satisfied on their job, for instance, most teachers were un able to self-feed, and wear even one once in a year without replacement. Also, the respondents underlined that most teachers are unable to cover up the cost

of living, especially shelter, clothing, schooling, and for other social purposes. From this data it can be concluded that majority of teachers were not committed and satisfied on their jobs.

Table 4: Level of agreement on teachers' job satisfaction items

Level of agreement on teachers' job satisfaction items	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. I am satisfied to become a teacher.	16(17.0)	31(33.0)	13(13.8)	24(25.5)	10(10.6)
2. I enjoy in my work.	18(19.1)	29(30.9)	21(22.3)	22(23.45)	4(4.3)
3. Teaching provides me with opportunity to use all my skills and knowledge.	21(22.3)	23(24.5)	19(20.2)	25(26.6)	6(6.4)
4. I am prefers to continue with teaching profession.	16(17.0)	28(29.8)	21(22.3)	23(24.5)	6(6.4)
5. Teaching profession is challenging job for me.	18(19.1)	26(27.7)	20(21.3)	21(22.3)	9(9.6)
6. I am interested to provide enough tutorial for different level student.	22(23.4)	22(23.4)	20(21.3)	22(23.4)	8(8.5)
7. There is fair distribution of work load in teaching.	22(23.4)	24(25.5)	18(19.1)	19(20.2)	11(11.7)
Average mean	2.72				
Standard Deviation	0.94				

Source: Own data, 2019

Concerning teaching provides me with opportunity to use all my skills and knowledge, 21(22.3 %) and 23(24.5 %) of the respondents were responded negatively. But, 19(20.2 %) of them were remain undecided. On the contrary, 25(26.6%) of the respondents were responded positively on the same issue. Only, 6(6.4 %) of them were strongly agree, too. From this result, almost half of the respondents were dis agreed that teaching provides them with an opportunity to use all their skills and knowledge.

Accordingly, the respondents answered on the item that says I prefer on continuing with teaching profession in such ways that 16(17.0 %) of them were responded negatively and 28(29.8) of them were also agreed on the same issue. But, 21(22.3 %) of them were maintain undecided. However, 23(24.5) of the respondents were responded positively. Only 6(6.4) of them were strongly agreed on the issue. This shows that some of the respondents were in favor of preferred on continuing with teaching profession, as opposed to the other respondents who were agreed on the same issue.

Likewise, the respondents answered on teaching profession is challenging job for them in such a way that 18 (19.1 %) of them were responded negatively and 26(27.7 %) of them were responded negatively on the same matter, too. But, 20(21.3 %) of those respondents were remain undecided. on the other hand, 23(24.5 %) of them were responded positively, yet 9(9.6 %) of them were strongly agreed on the issue. From this result, it can be deduced that almost half of the respondents confirmed that teaching profession is challenging job for them.

By the same token, the respondents answered on the statement that says „I am interested to provide enough tutorial for different level student in such manner that 22(23.4 %) of them were strongly disagreed, and 22(23.4 %) of them responded negatively, too. But, 20(21.3%) of them were maintain undecided. On the contrary, 22(23.4 %) of these respondents were agreed. Nevertheless, 8(8.5%) of them were responded positively on the same issue as oppose to those who already agreed on it. Therefore, this result clearly revealed that teachers in the study area were not interested to provide enough tutorial for different level students.

Furthermore, the same respondents confirmed whether there is fair distribution of workload in teaching in such a way that 22(23.4 %) of them were responded negatively, and 24(25.5%) of them were responded positively on the same issue. On the other hand, 19(20.2 %) of those respondents were agreed. But, 11(11.7 %) of them were also strongly agreed on the same issue. The rest, 18 (19.1 %) of them were remain undecided to put their decision point. This shows that some but not many of the respondents reaffirmed that there is no fair distribution of work load in teaching process in such area of study. Similarly, Desta (2014) revealed that the majority of teachers were not preferred to continue with teaching profession due to unfair work load in the schools. Supporting this, Shann (2001) also asserted that job satisfaction helps to retain teachers and makes them committed to their job whenever there is fair distribution of work load and the like. In other words, job satisfaction contributes to improvement of teaching, students learning

and teacher retention in many respects. Therefore, this result clearly revealed that the majority of teachers were not preferred to continue with teaching profession due to unfair work load in the schools.

4.3 Level of teachers' commitment in Gurage Zone secondary schools

4.3.1 Affective commitment

As it is indicated in the table 5 below, in the item teachers „encouragement to each other to complete their task timely with full dedication and accuracy to increases productivity of school, among the respondents, 18(19.1%) teachers were agreed, 10 (10.6%) teachers were still responded positively. Whereas 19 (20.2%) teachers were not decided on their encouragement to each other to complete the task timely with full dedication and accuracy to increases productivity of their school. But, around 12(12.8%) teachers were responded negatively on the same issue and 35(37.2%) teachers were responded negatively on the point. So, this indicates that, majorities of the teachers were not believed or disagreed on teachers encourage each other to complete the task timely with full dedication and accuracy to increases productivity of school.

Regarding teachers are committed to resist external and internal factors affect work condition around 13(13.8%) teachers responded to agreeing that teachers were committed to resist external and internal factors affect work condition and 9(9.6%) of teachers strongly agree on the mentioned point. As the same time, 17(18.1) of teachers were responded positively on the issue of teachers are committed to resist external and internal factors affect work condition and 36(38.3%) of teachers were responded negatively on the internal and external factors affecting work conditions and quality. But, 19(20.2%) of teachers remain undecided. Thus, the result of this study shows that most of the respondents were not committed to resist external and internal factors affect work condition.

The 13(13.8%) of the teachers were believed on (strongly disagree) the sensitivity to attach him/herself on teaching whereas some of them 37(39.4%) were disagreed on the sensitivity to attach them on only teaching. But, 15(16%) of them still did not mention their standing. On the other hand, 21(22.3) teachers were agree on the sensitivity to attach him/herself on teaching and 8(8.5%) of teachers strongly agree on the above mentioned item. Generally, as indicated above most of the respondents disagree on the sensitivity to attach them only teaching and develop

his/her academic performance and qualified their students. This means that they don't have strong sensitivity to attach themselves on teaching.

Table 5: Teachers' level of affective commitment in the school

No.	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	Teachers encourage each other to complete the task timely with full dedication and accuracy to increases Productivity of school.	12(12.8)	35(37.2)	19(20.2)	18(19.1)	10(10.6)
2.	Teachers are committed to resist external and internal factors affect work condition	17(18.1)	36(38.3)	19(20.2)	13(13.8)	9(9.6)
3.	Teachers are sensitively attached to teaching.	13(13.8)	37(39.4)	15(16)	21(22.3)	8(8.5)
4.	Teaching profession is important to teachers' self-image	11(11.7)	39(41.5)	19(20.2)	15(16.0)	10(10.6)
	Mean	2.71				
	Standard Deviation	.99				

Source: Own data, 2019

Concerning the teaching professions to teachers, 10(10.6%) of the teachers responded that they responded positively on the point and 15(16%) of the teachers replied that they agreed on the mentioned point. However, 19(20.2%) of the teachers undecided on teaching profession is important to teachers self-image. On the other hand, 11(11.7%) of the teachers responded that they responded negatively on teaching profession is important to teachers' self-image and 39 (41.5%) replied that they were not positive on the above mentioned item. In this regard, an interview conducted with Wolkite Town Education office expert confirmed that negative attitude of the society and the respect given to teachers by their students and the society might higher their

self-image. Similarly, Team Leader in Gurage Zone Education Department Office asserted that negative attitudes of teachers towards the teaching profession and the image of the society for teacher can reduce the self-image of teachers.

Regarding the level of teachers commitment, it was identified that teachers were not committed for their job. In support to this, information collected from experts from different education offices Gurage zone revealed that inconsistencies were observed among teachers in their level of commitments in their profession. Some teachers are committed and some teachers have no commitments. This is because of their attachment to their teaching job, their resistance of both internal and external barriers affecting their interest, their sense of belonging to teaching and their professional skills and abilities to perform their job. Moreover, one expert from Abeshgie Woreda Education office reported that negative attitude of the society and respect given school teachers hinders teachers commitment on their job. Inconsistent with the present findings, Luthans (1998) suggested that if individuals such as teachers feel that they are able to grow and meet their job challenges by pursuing and attaining goals that are important and meaningful to them, they develop a sense of success in the workplace and this also leads them to job commitment. Wilson (2000) also argued that members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization.

4.3.2 Continuance commitment

As it can be seen from Table 6 below, concerning teachers' interest for the profession, 28(29.8) % of the respondents answered that they were strongly disagree and 28(29.8%) of them were disagree on the statement respectively. However, 20(21.3%) of the respondents were of abstain from putting their stand. On the contrary, 10 (10.6%) and 8(8.5%) of those respondents were agreed and strongly agreed on the same issue respectively. From this result, it implies the majority of the respondents were disagreed on the item that says „teachers will not change teaching if teachers“ offered better working condition and safety in some other sector. Generally, this shows that mass of teachers in the teaching profession in the study area were not interested to continue with teaching profession.

Regarding teachers living cost, 20 (21.3%) of them responded negatively on teachers personal cost of leaving is greater than the benefit. Also, majority 32(34.0%) of teachers were disagree on the same issue. But, 20(21.3 %) of teachers were remain undecided. Whereas, 14(14.9%) of teachers agreed and few 8(8.5) of them were still strongly agree on the same issue.

So, this result implies that majority of the respondents were disagreed that for teachers personally, the cost of leaving teaching would be greater than the benefit. Thus, it can be deduced that teachers were disbelieved on that teachers'' personal cost of leaving teaching is greater than their benefit.

Table 6: Teachers' continuance commitment in the school

Items		Response				
		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1.	Teachers will not change teaching if teachers'' offered better working condition and safety in some other sector	28(29.8)	28(29.8)	20(21.3)	10(10.6)	8(8.5)
2.	For teachers'' personally, the cost of leaving teaching would be greater than the benefit	20(21.3)	32(34.0)	20(21.3)	14(14.9)	8(8.5)
3.	Changing teaching profession now would be difficult for teachers	14(14.9)	42(44.7)	14(14.9)	17(18.1)	7(7.4)
Mean		2.99				
Standard Deviation		1.01				

Source: Own survey data, 2019

4.3.3 Normative commitment

As presented in table 7, regarding teachers strong sense of belonging to teaching, around 16(17.0 %) of them were responded negatively, and 38 (40.4 %) of teachers were agreed on strong sense of belonging to teaching. However, 18 (19.1 %) of teachers were remain undecided on point. On the opposite, 13(13.8%) of teachers were agreed, and 9(9.6 %) of them were strongly agreed on the same issue. Therefore, the result indicates majority of teachers were agreed on strong sense of belonging to teaching.

Concerning changing teaching their profession, the majority of the respondents 42(44.7%) disagreed that the statement changing teaching profession now would be difficult for teachers. 14(14.9%) of teachers were remain unable to decide. On the other hand, 17 (18.1%) of them responded positively, and 7 (7.4) of them were agreed on the same item respectively. Therefore, this result implies that most of the respondents were responded negatively that teachers will remain in teaching profession even they will change teaching if they get better working condition and safety in some other sector. Thus, the majority of the teachers are not interested to continue in teaching profession and need to change to other profession. It is the economic compulsions that make the professionals stay with the profession and its values (Maheshwari, 2007).

Again 12(12.8 %) of respondents were negatively viewed as receiving the academic rewards from school have increased teachers job satisfaction. But, 42(44.7 %) of respondents were positively viewed as the academic rewards from schools increased teachers job satisfaction. However, few 18(19.1 %) of teachers /respondents were remain undecided on the point. On the other hand, 13(13.8 %) of respondents were not agreed that receiving the academic rewards from school increased teachers job satisfaction. Yet, 9(9.6 %) of respondents were strongly agree with the same issue. So, this result shows that majority of the respondents were believed that receiving academic rewards from school increased teachers job satisfaction.

Also, the teachers feeling if they left teaching profession, few 21(22.3 %) of teachers were disagreed on teachers would feel guilty if they left teaching profession, and 33(35.1 %) of respondents were responded negatively on the same idea. But, few 21 22.3%) of respondents were remain undecided. Around 15(16%), and 4(4.3 %) of teachers were agreed and strongly agreed on the same issue respectively. So, this result implies that majority of the respondents were not believed about the teachers would feel guilty if they left teaching profession.

In general, based on the above responses the level of normative commitment of teachers in current job is not fully committed. In addition, the interview results of the respondents argued that low job satisfaction levels of teachers in their teaching affect their overall commitment in their job. In this regard, Team Leader of Education Department office of Guragie Zone said that “teachers are not committed in their job because they are not satisfied in their job. In addition, according to the Team Leader, even those teachers who are committed in their job lack consistency of commitment in their job. Thus, teachers’ commitment affects the quality of education in the school. In this regard, Allen and Meyer (1997) asserted that employees with a high degree or level of normative commitment feel that they ought to remain with the organization, internalized normative beliefs of duty and obligation to make teacher Jobs satisfaction and commitment individuals obliged to sustain membership in the organization.

Supporting this, teachers on open ended item regarding teachers’ commitment about affective commitment, continual commitment and normative commitment, for instance, most of those respondents clearly confirmed that due to lack of access for immediate technology, empowerment, persistent training, and other collateral incentives has profoundly affected teachers over all commitments up on their job endeavors. Therefore, from the overall interview result there clearly shown that most teachers were not committed on their jobs.

Table 7: Teachers' normative commitment in the school

No	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	Teachers" a strong sense of belonging to teaching	16(17.0)	38(40.4)	18(19.1)	13(13.8)	9(9.6)
2.	Teachers are satisfied with professional ability to perform their job	14(14.9)	42(44.7)	14(14.9)	17(18.1)	7(7.4)
3.	Received academic rewards from school are increased teachers" job satisfaction	12(12.8)	13(13.8)	18(19.1)	42(44.7)	9(9.6)
4.	Teachers" would feel guilty if they left teaching profession	21(22.3)	33(35.1)	21(22.3)	15(16)	4(4.3)
	Mean	2.77				
	Standard Deviation	.95				

Source: Own data survey, 2019

4.4 Intrinsic factors that influence teachers' job satisfaction

4.4.1 Recognition of teachers' on job

As it is indicated in the below table 8, 17(18.1 %) of respondents were negatively believed in as the recognition given in the school is fairly assesses teachers work. Also, 24 (25.5%) of respondents were confirmed that they did not believed in as the recognition given in the school is fairly assesses teachers work. However, 20(21.3 %) of respondents were remain undecided on the issue. On balance, 23(24.5 %), and 10(10.6%) of respondents were agreed and strongly agreed on the same issue respectively. From this result, some teachers responded negatively with the recognition given in the school fairly assesses teachers" work, and vice versa.

Regarding the well done job of teachers are recognized in the school, about 14(14.9%) and 21(22.3%) of the respondents believed negatively on the stamen "the well done job of teachers are recognized in the school." But, 25(26.6) % of teachers/respondents were not mentioned their decision. However, 26(27.7%) of respondents were responded positively on the same issue. Yet, 8(8.5%) of respondents were responded negatively with it. Therefore, this result clearly shows

that some of the respondents confirmed that the work done by teachers were not recognized in the school, and the other respondents were responded positively that their job was recognized by the school; yet, some of the respondents were unable to decide their decision on the same issue. Research conducted in Addis Ababa among secondary school teachers found that lack of recognition for the work of teachers aggravated the teachers' disappointment with their work (Gedefaw, 2012)

Concerning teachers' job recognition in the item 3 above, 16(17%) of teachers /respondents were not believed as job of teachers were recognized by education leaders and immediate supervisors. Similarly, 26 (27.7%) of respondents were dis agreed on the same issue. But, 18(9.1%) of respondents were also remain undecided. On the other hand, 25(26.6%) of respondents were agree on the same issue.

This study indicated that the respondents were not satisfied with the recognition given to them in their job. In relation to this, Gedefaw (2012) reported that teachers were not satisfied with recognition teachers received from their schools. According to the researcher, a hardworking and outstanding teacher will perhaps not be promoted and equally treated as irresponsible teachers which seriously demotivate teachers. Therefore, this result implies that, the majority of the respondents were not believed that teachers" were not satisfied with the recognition received from school leaders and intimate supervisors for their good performance.

However, recognition facilitates effective achievement of personal as well as organizational goals with great interest if the recognition system could be clear and equity in the view of the staff members, (Desta, 2014).

Regarding the interview of teachers,, recognition on their job, Guraghe zone Education Department coordinators and team leaders also stressed that teachers have room for recognition, but not satisfactory. However, few respondents confirmed that there is opportunity for teachers recognition in the study area particularly at end of the year. Likewise, the Woreda Education Experts re-affirmed that there is recognition presentations for devoted teachers two wise a year during school parent days, and annually while educational conference is held on.

School supervisions also ascertained that there exists opportunity for teachers recognition per the standard set forth in such manner that especially devoted teachers within different schools are recognized for their better performance at relative term.

On the contrary, most interview teachers have noted that there is less, of course, almost no recognition is provided for teachers based on the degree of their performance or efforts. From this, it could be deduced that teachers have room for recognition, but not satisfactory in the study area, yet it is presented particularly at end of the year.

Table 8: Teachers’ level of satisfaction for the items related to recognition

Items	Response				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1. The recognition given in the school is fairly assesses teachers’ work.	17(18.11)	24(25.5)	20(21.3)	23(24.5)	10(10.6)
2. Well done job of teachers are recognized in the school.	14(14.9)	21(22.3)	25(26.6)	26(27.7)	8(8.5)
3. Teachers get enough recognition from education leaders and immediate supervisors.	16(17)	26(27.7)	18(19.1)	25(26.6)	9(9.6)
Mean	2.70				
Standard Deviation	1.11				

Source: Own survey data, 2019.

4.4.2 Teachers’ advancement opportunity on job

As it has shown in the Table 9, teachers’ satisfaction with professional advancement opportunity, few 9(9.6 %) of respondents has negatively view on teachers satisfaction with availability of further professional advancement opportunity. Besides, 21(22.3 %) of respondents were disagree on the same issue. But, 21(22.3%) of respondents were remain undecided. On the other hand, 33(35.1%) of teachers were agreed on the same issue. Yet, very few 10(10.6%) of respondents

were strongly agree on the issue. So, this result implies that the majority of the respondents were believed in teachers satisfaction with the availability of further professional advancement opportunity in the study area.

Regarding to provision of job related workshops more than half 14 (14.98 %) of respondents were responded negatively that provision of job related workshops enhance teachers performance. And, 21(22.3 %) of respondents were also disagree on the issue. But, some 21(22.3 %) of respondents were remained undecided. On the contrary, 28(29.8 %) of respondents were agreed on the same issue. Only, 7(7.4%) of respondents were indeed responded negatively on the same issue. This shows that some of respondents believed that the provision of work related workshops enhance teachers' performance.

In general, this result is inconsistent with the study conducted in Addis Ababa by Gedefaw (2012). According to Gedefaw, the majority of the teachers were not satisfied with the opportunities for professional advancement. Eleni (2017) also confirmed that professional advancements of teachers are important for teachers' job satisfaction and commitment. In line with this, MOE (2004) teacher advancement program provides an integrated and comprehensive solution to these challenges through changing the structure of the teaching profession within schools while maintaining the essence of the profession.

On the top of this, the Guraghe zone Education Coordinators responded that teachers satisfaction with professional advancement opportunity was somewhat limited in that there are still few teachers who have get opportunity for professional advancement opportunity in most secondary schools. Supporting this, Woreda Education experts underlined that there some room for professional advancement especially for beginner teachers.

By the same token, the interview teachers from eight secondary schools underlined in the same way that teachers satisfaction with advancement opportunity is still insignificant in that Teachers not only in the secondary schools, but also in other schools have not given advancement on such profession, even by noting the advancement that were given during Haylesselase regime. From the interview result, the majority of teachers did not get professional advancement opportunity in many occasions.

Table 9: Level of satisfaction for the items related to personal advancement opportunities in school

Item	Response				
	Strongly Disagree	Disagree	Undecided	Agree	Strong Agree
1. Teachers are satisfied with availability of further professional advancement opportunity	9(9.6)	21(22.3)	21(22.3)	33(35.1)	10(10.6)
2. Provision of job related workshops enhance teachers' performance	14(14.98)	21(22.3)	21(22.3)	28(29.8)	10(10.6)
Mean	2.55				
Standard Deviation	1.04				

Source: Own survey data, 2019

4.4.3 Teachers' work achievement

From the below table 10, 14(14.9 %) of respondents were strongly disagree on I am satisfied with my professional ability to perform my job. Thus, 31(33 %) of them were responded negatively on the issue. But, few 17 (18.1%) of respondents were remain undecided. On the other hand, 25(26.6%) % of respondents were still agree on the issue, and 7(7.4%) of respondents were responded negatively on the same matter. From this result, it can be underlined that some of respondents have negative believed with professional ability to perform their job.

Accordingly, 14 (14.9 %) of respondents were responded negatively on the proposition that says received academic rewards from school increased my job, and 29(30.9%) of respondents were responded negatively the same issue. But, 20(21.3%) of respondents were not decided .Whereas, 26(27.7%) of respondents were responded positively on the same matter. Yet, 5(5.3%) of respondents were strongly agree on the issue. This eventually pinpoints that some of respondents were in favor of receiving academic rewards from school has increased their job, and vice versa, too.

Likewise, 15 (16%) of respondents were responded negatively on teachers accomplishments of tasks are dissimilar with the schedule of school. And, 26 (27.7) of respondents were disagreed on the same issue. But, 19 (20.2%) of them were not decided. On balance, 26 (27.7%) of respondents were agreed on the issue. Only 8 (8.5%) of respondents were responded positively on the issue.

This indicates that some of respondents were responded positively and dis agreed on whether teacher's accomplishments of task are similar with the schedule of the school in the same manner. Regarding the satisfaction of teachers with the student successes gained, 17 (18.1%) of the teachers were strongly dis agree on the idea. And, 26 (27.7%) of respondents were dis agree on it. However, 24 (25.5%) % of teachers were not decided their view point. On the contrary, 22 (23.4%) of respondents were agree on the issue. Only, 5(5.3 %) of respondents were responded positively on the same matter. This shows that still some of the teachers were not satisfied with the students' success gained so far.

In relation to work achievement, in general, some teachers were satisfied with their work achievement in their schools where as some of them were not satisfied with the level of their work achievement. This is due to the fact that negative attitudes and poor achievements of students, inadequate material and equipment low level moral are reduced satisfaction of teachers in the study area in achievement towards their job (Desta, 2014). In relation to this, teachers play key roles in the improvement of the achievement of students. Correnti, Miller and Rowan (2002) asserted that teachers spend a great amount of time with their students in class, and hence they have a significant impact on student achievement. Supporting this, the Gurage zone Zonal Education Coordinators on the interview item confirmed that some teachers were satisfied with their work achievement in their schools, while few teachers were not satisfied with the level of their work achievement as result of their expectation for job satisfaction, which in turn affected their overall commitments. On the same fashion, Woreda Education experts strengthened that most teachers were not satisfied with their work achievement in many school settings, yet.

Similarly, interview teachers almost all from the sample secondary schools re-affirmed that most teachers has sense of bridge occupation or leave the profession in that they even look for other job opportunity for better income, salary, and other means. From this, all most all teachers were not satisfied with their work achievement in most instants.

Table 10: Your level of satisfaction for the items related to achievement

No	Items	Response				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I am satisfied with my professional ability to perform my job.	14(14.9)	31(33)	17(18.1)	25(26.6)	7(7.4)
2.	Received academic rewards from school is increased my job	14(14.9)	29(30.9)	20(21.3)	26(27.7)	5(5.3)
3.	My accomplishments of task are similar with the schedule of school.	15(16)	26(27.7)	19(20.2)	26(27.7)	8(8.5)
4.	I am satisfied with the successes gained by my students	17(18.1)	26(27.7)	24(25.5)	22(23.4)	5(5.3)
	Mean	2.53				
	Standard Deviation	.99				

Source: Own survey data, 2019 4.5 Extrinsic factors that influence teachers' job satisfaction

5.1 School policy and administration

Table 11: Teacher Level of Satisfaction Items of Organizational Policy and Administration

No	Items	Response				
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	Teachers are satisfied with educational and training policy	15(16)	29(30.9)	15 (16)	27(28.7)	8(8.5)
2	The presence of clear school based rule and regulation satisfied teachers	14 (14.9)	33 (35.1)	17 (18.1)	23(24.5)	7 (7.4)
3	With equally treatment teachers are satisfied.	17 (18.1)	21(22.3)	23 (24.3)	26 (27.7)	7 (7.4)
	Mean	2.80				
	Standard Deviation	.99				

Source: Own data, 2019

As shown on the above Table 11, 15(16 %) of them strongly disagreed on the issue related with their satisfaction on educational and training policy, whereas only 29 (30.9 %) of total

respondents were not agreed with educational and training policy. But, 15 (16%) of respondents were not decided. on the contrary 27(28.7%) of the respondents were agreed on the issue, and 8(8.5%) respondents were strongly agreed with existing policy.

Moreover, whether the former aspect with availability of rules and regulations applicable to all and key governing perspective, 14 (14.9 %) of respondents said there is no unambiguous and school based rule and regulations. But, 33(35.1%) of them were assuring the presence with their strong agreement, even though they are very small fraction of respondents. From the same respondents, 17 (18. %) and 23(24.5 %) of them were disagree and strongly dis agreed respectively regarding whether there exists clear rules and regulations appropriate to their schools. This figure clearly directs to think about the importance of it for good governance and administration which guarantee also equal treatment of staff members on the basis.

Only 17 (18.1 %) of the same respondents responded negatively on the idea. whereas, 21 (22.3%) of them disagreed, as well. However, 26 (27.4%) of them were responded positively and 7 (7.4 %) of them were agreed on the same issue. The remaining 23 (24.3 %) of respondents were not able to decide. This shows that there was significant difficulty in treatment of teachers in different schools with certain positive or negative variations.

Regarding to this, previous studies in Ethiopian context among secondary school teachers indicated that the majority of the teachers were not satisfied with their schools policy and administration (Eleni, 2017; Desta, 2014; Gedefaw, 2012). This reveals that education and training policy should have to be revised or handled with some education and training aspects fitting the context of Gurage Zone. Bennell (2007) noted that lack of clear policy tends to generate conflict, power vacuum, overlap and duplication of effort.

In line with this, majority of teachers as key respondents on the open-ended item also assured that there is no fixed rule and regulation for proper utilization of Educational policy and Administration. On the other hand interview teachers underlined that school policy is dominantly political than secular in that it is not pure and attractive in the school setting. Also, teachers have not been actively and completely participated in the school policy with sense of owner ship. Yet very few respondents/teachers confirmed that there is good school policy and administration that has created positive interactions between school and parents.

4.5.2 Salary related condition

As indicated in table 12. Teachers are government employee with required level of qualification and assigned with distinct responsibilities during their service time. Accordingly, they will be paid salary for their daily and timely life expenses so that they successfully accomplish their duties and rights. In this study, as shown in Table12, the reaction of teachers as main respondents were examined for the salary they were paid. From this point of view, 25 (26.6 %) of them were responded negatively in that the salary paid is not adequate enough to satisfy their needs, while 31 (33 %) of them also disagreed with the salary paid for the service providing as teachers.

Regarding additional incentives paid for the extra work performed 28(29.8 %) of them responded positively and 39(41.5 %) of them with responded negatively. This figure 14(14.9 %) indicates that there is hardly additional incentives for the work beyond the actual responsibility given and with majority refusing their say for payments due to unplanned works. In fact, 11(11.7%) and 2 (2.1%) of the respondents responded positively that they are paid additional incentives for extra work given to them. This occasion again reflects unequal treatment of teachers in schools at different level which must be further examined for amendment measures even by government responsible bodies.

Concerning Salary and other incentives in relation to their efforts, the Gurage zone Education Coordinators and team leaders on the interview session answered that teachers salary against their effort is not satisfactory. In addition, Woreda Education Experts confirmed that the teacher salary is not only adequate, but also in sufficient with respect to the effort that most of them deserve yet. By the same token, all interview teachers strongly re-affirmed that teachers is not regarded as part of salary, but it might be taken as salary for survival where most of payment by itself is very much problematic and un fair in that teachers of different service can earn the same salary range. This shows that teachers' salary against their effort is not satisfactory.

Table 12: Level of Satisfaction for the Salary Related Condition

No.	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Teachers' salary is adequate enough to Satisfied all needs.	25 (26.6)	31 (33)	14(14.9)	18(19.1)	6(6.4)
2	Teachers' salary enhanced job commitment	28(29.8)	39(41.5)	14(14.9)	11(11.7)	2(2.1)
3	Teachers have additional incentive received for their extra work	20(21.3)	38(40.4)	16(17)	19(20.2)	1(1.1)
4	Teachers' payment and their efforts are much each other.	29 (30.9)	31(33)	15(16)	16(17)	3(3.2)
	Mean	2.30				
	Standard Deviation	.93				

Source: Own data, 2019

For teachers payment and their efforts matching each other majority of respondents 29 (30.9%) reacted with strong disagreement followed by those respondents 31(33 %) with disagreement. Among those asked 16(17 %) and 3(3.2 %) felt good with strong agreement and agreement respectively concerning payment issues who are minority from the total respondents. The remaining 15(16%) were non-responsive members.

Therefore, it is simple to judge that the majority of teachers were not satisfied with salary they get for satisfaction of their needs. This study is consistent with the previous studies conducted in Ethiopia among secondary school teachers in Addis Ababa and Hadiya (Eleni, 2017; Gedefaw, 2012). However, the issue of financial or salary has a significant influence on knowledge workers and inequity in terms of lack of recognition and poor pay often contribute to a problem with employee retention (Desta, 2014). This provides policy makers to think and reconsider the existing price condition with the ability of the currency to buy goods and indeed the economic development level of the nation if there is strong need to improve the quality standard of education and requirement of well skilled professionals with desired knowledge.

4.5.3 Teachers' supervision practices

Based on the table 13 below, concerning teachers supervision practices, from the total respondents, 17 (18.1 %) of the respondents were strongly disagreed on the idea. whereas, 25(25.6 %) of them were disagreed, as well. However, 11(11.7 %) of them were still strongly agreed and 7 (7.4 %) of them were agreed on the same issue respectively. The remaining 23 (24.3 %) of respondents were not able to decide their point of view. The rationale behind this result implies that the majority respondents/teachers were not satisfied with supervision practiced in the schools.

Concerning supervisors initiate teachers to discuss on various academic, 15 (16 %) of the same respondents strongly dis agreed on the idea. Whereas, 26(27.7 %) of them were disagreed, as well. However, 14 (14.9 %) of them were strongly agreed and 10 (10.6 %) of them were agreed on the same issue. The remaining 29(30.9 %) of respondents were not able to decide. This pinpoints that the majority of teachers were not support the idea that says; supervisors initiate teachers to discuss on various academic issues.

Table 13: Level questions that focused on supervision

No	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Teachers are supervised in a supportive, Collegial and democratic m manner	17(18.1)	25(25.6)	14(14.9)	27(28.7)	11(11.7)
2	Supervisors initiate teachers to discuss on various academic and Other issue	15 (16)	26(27.7)	14 (14.9)	29(30.9)	10(10.6)
3	Supervisors technically know-how to support teachers	20(21.3)	24(25.5)	15 (16)	27(28.7)	8(8.5)
4	Supervisors technically know-how to prepare training	12(12.8)	24(25.5)	17(18.1)	31(33)	10(10.6)
	Mean	2.91				
	Standard Deviation	1.03				

Source: Own data, 2019

Regarding supervisors technically know-how to support teachers, 20(21.3%) of the teachers were strongly disagree on the idea. And, 24(25.5%) of respondents were disagree on it. However, 15(16%) of teachers were not decided their view point. Again, 27 (28.7 %) of respondents were agree on the issue. Very few, 8(8.5 %) of respondents were strongly agreed on the same issue. From this result, it can be deduced that supervisors did not give technical support to teachers and advance them through training.

Likewise, 12(12.8 %) of respondents were strongly disagree on that supervisors technically know-how to prepare training. Thus, 17(18.1%) of respondents were disagree on the same issue .On balance, 31(33%) and 17(18.1 %) of respondents were agreed and strongly on the same issue respectively. The rest, 10(10.6%) of the respondents were also unable to decide their standpoint. This indicates that some of respondents were agreed and disagreed on whether teacher's accomplishment of task is similar with the schedule of the school in the same manner.

Accordingly, the result of the indicated that the majority respondents were not satisfied with supervision practiced in the Gurage Zone secondary schools. In line with this, study conducted in Addis Ababa reported that even if supervision is one aspect of administrative support, it was not practiced properly in the schools because the school administration was always busy with nonacademic matters like meetings and politics. They considered and treated the teaching-learning activities as their second duty (Gedefaw, 2012). The schools should give attention for supervision in order to improve teachers' job satisfaction and commitment. To this end, supervision in school is a vital process which requires the competency or technical ability of the supervisor to improve teachers job satisfaction and commitment (Robbins, 2005).

Regarding supervisors technically know-how to support teachers and prepare training, teachers on open ended item responded in such a way that most supervisors were of fault finders than technical and professionals, that is to say supervisors are more of paper tiger, and there exists no sound relationship between teachers and supervisors in that most of them are not skillful and knowledgeable ones in relation to supervision work, and often act as political leader in most situations. They also underlined that most supervisors go to school physically and artificially for the sack of report. Yet very few of respondents were noted that supervisors are supportive and give feedback constructively. This shows that most supervisors were not supportive and knowledgeable in supporting and preparing training for the target teachers.

4.5.4 School and working relationship

As shown Table 14, 19(20.2%) of the respondents agreed that they possess good relationship with the management team and 39(41.5%) of them held strong agreement for good atmospheric relationship. Very few 13 (13.8 %) were not strongly satisfying as teachers with the staff while 30(31.9 %) do not agree that they have stand on their relationship with the staff. 19(20.2 %) of them were unable to decide. However, 23(24.5 %) of respondents confirmed that teachers are satisfied with staff, and few 9(9.6 %) of them were strongly agreed on the same issue.

The analysis of respondents concerning their relationship with their students 18 (19.1%) confirmed that they have satisfying relationship with students, and 26 (27.7%) expressed that their disagreement on their relationship with students. About 23(24.5 %) of teachers strongly disagreed that they have satisfying relationship with students. Contrary to this, 9(9.6 %) reported that satisfying relationship with their students nevertheless they were minorities. On the other hand, few of teachers 18(19.1%) were being unable to decide on the concern.

On the other extreme, teacher respondents on open-ended item regarding School and working relationship, that majority of them underlined that promotion of teachers are not adequate with relation to their school work, since there is no professional interest. Yet very few of them responded positively that there is good relationship between school and work relationship. This result clearly revealed that there is no good school and work relationship in most secondary schools.

Table 14: School and Working Relation

No	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	Teachers have good relationship with management team	19(20.2)	39 (41.5)	13(13.8)	18(19.1)	5(5.3)
2	Teachers are satisfied with staff	13 (13.8)	30(31.9)	19(20.2)	23(24.5)	9(9.6)
3	Teachers are satisfied with relationship of their students.	18 (19.1)	26 (27.7)	18(19.1)	23(24.5)	9(9.6)
4	Teachers are satisfied with intimate relationship of staff members.	16(17)	30(31.9)	16(17)	23(24.5)	9(9.6)
	Mean	2.72				
	Standard Deviation	1.04				

Source: Own data, 2019

Concerning teachers satisfaction with intimate relationship of the staff members, satisfied with intimate relationship of staff members. 16(17) and 30(31.9) of the respondents were not strongly agreed and agreed that they had intimate relationship with other staff members respectively. Whereas, 23(24.5) and 9(9.6) of respondents were agreed and strongly agreed respectively in their intimate relationship with other staff members.

Some of the teachers were not satisfied with their relationship with the school management unit, the staff, their students and other staff members whereas some other teachers were satisfied with their relationship with management team, the staff, their students and other staff members. In relation to this, Barnes (2009) assured that relationship between and among service providers and beneficiaries plays an important role to achieve desired goals with success. It is possible to summarize that teachers have good and satisfying relationship with staff, managing unit and other staff members for sustained and successful teaching-learning process in schools.

4.5.5 Teachers' working condition in the schools

As indicated in table 15, the school must facilitate better working condition not only for teachers even for students attractive learning atmosphere. From this point of view teachers will be more initiated to transfer their knowledge if their students are enhanced for more activities. From this analysis 15(16 %) of teachers were responded negatively that the attitude of their students towards education di not promote their job satisfaction to teach more and more. In similar way, 32(34 %) disagreed that students attitude towards education do not promote their teaching job in adequate status. In contrary to this only 21(22.3 %) and 11 (11.7%) of teachers were responded positively with their students attitude promoting teachers to teach them better with the job satisfaction. The remaining 15(16 %) of respondents were nothing to say about their job satisfaction towards education of the students attitude. Ultimately majority of teachers are for bad better working condition in the school which doesn't improve attitude of students towards education in the school which requires further study to make it more attractive.

In relation to the teachers satisfaction with refreshment material in the school answered with 42(44.8%) responded negatively whereas 18 (19.1%) and 27(28.7 %) of teachers were satisfied with provision of refreshment materials in the school with agreement and strong agreement respectively. 7(7.4 %) of teachers were abstainers in that they don't need to react concerning refreshment material in the school. In general majority of teachers (respondents) do not feel better with supply of such materials which might contribute to effective teaching process but not necessarily affecting the working condition.

Whether school is satisfied teachers with creating clean, initiating and comfortable working area the response was 19 (20.2 %) and 24(25.5 %) with strong disagreement and dis agreement respectively. Interestingly, 27(28.7 %) agreed and 8 (8.5%) strongly agreed that the school creating clean, initiating and comfortable working area which is significant figure when compared who strongly disagree and disagree with the situation. Again 16(17 %) of teachers did not have a stand related with such a facility of better working condition. In this analysis the number of respondents feeling in clean, initiating and better or comfortable was working area comparatively higher than those who feel discomfort. This response of teachers is in another way contradicted with the above facility of provision of refreshment materials in the school to some extent related with comfortable working area in the school.

Concerning teachers work condition, the teacher respondents also confirmed that there is no adequate and interesting work conditions in most schools yet, few of them responded on the contrary that there is some sort of attractiveness, and comfortable working area according to some secondary school teachers.

Table 15: Teachers’ Working Condition in the School

No.	Item	Response				
		SD	Disagree	Undecided	Agree	SA
1	Student attitudes towards education in school are enhanced teachers job Satisfaction	15(16)	32(34)	15(16)	21(22.3)	11(11.7)
2	Teachers are satisfied with refreshment material within school (TV, Tennis, Cafe)	15 (16)	27(28.7)	18 (19.1)	27(28.7)	7(7.4)
3	School is satisfied teachers“ with creating clean, initiating and comfortable working area.	19(20.2)	24(25.5)	16(17)	27(28.7)	8 (8.5)
4	Teachers are satisfied with accessibility of transportation	22(23.4)	23(245.5)	15(16)	27(28.7)	7(7.4%)
	Mean	2.79				
	Standard Deviation	1.03				

Source: Own data, 2018/19

The other facility is presence of transportation on payment or supportive basis 22(23.4%) and 23(245.5 %) responded negatively in that the accessibility of transportation from their residence to the school and vice versa is poor which significantly large number of respondents in comparison with 27(28.7 %) who agreed and 7(7.4%) responded positively with no difficulties in accessibility of transportation. Yet, 15(16 %) of respondents were unable to put their decision. This indicated that responsible bodies and stake holders shall have a remark in facility of transportation on supportive or payment basis which have influence on teaching learning process.

In addition, open ended question filled by the school teachers showed that they were not satisfied with the working condition in their schools. They said that they were not satisfied with class size, disciplinary problems of students, lack of facilities, unattractive school compound, poor social interaction, and shortage of resources. In this regard, Eleni (2017) asserted that teachers working condition had influence on teachers satisfaction in their job. Robbins (2005) also stated that working condition has great impact on employee's job satisfaction.

4.5.6 Teachers' Satisfaction on fairness of transfer and promotion

Table 16: Teachers' Level of Satisfaction for the Items Related to Fairness

No.	Item	Response				
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	Teachers are satisfied fairness of transfer and promotion from school to school and other place.	8(8.5)	14(14.9)	21(21.3)	39(41.5)	12(12.8)
2.	Teachers are satisfied with fairness of career structure development	10(10.6)	13(13.8)	18(19.1)	37(39.4)	16(17)
	Mean	3.37				
	Standard Deviation	1.09				

As shown in Table 16, 8(8.5%) and 14(14.9%) of teachers were strongly disagree and disagree respectively or do not accept that they are equally/fairly treated in questions related to transfer and promotion from school to school and other place. In contrary 39(41.5%) and 12(12.8 %) gave their response with agreement and strong disagreement respectively that such question of teachers for transfer will not be treated in a fair manner. The remaining 21(21.3%) did not want to respond for transfer related queries.

Inseparably, 23(24.4%) of teachers were responded negatively with fair treatment of career structure development while 37(39.4 %) were agreed and 16 (17 %) agreed strongly with fair treatment linked with fair career structure development. It should be additionally examined that considerable number of teachers 18(19.1%) were again no stand concerning their response to

fairness issues in similar way with their satisfaction on fairness transfer and movement from school to school and other places. In both cases significant number of respondents do not have positive stand or fair treatment among the teachers in the school.

Concerning the fairness transfer and promotion, the result of the study indicated that the majority of the respondents were not satisfied with fairness of transfer and promotion from school to school and other place. In line with this study, previous study conducted by Desta (2014) reported that the majority of the respondents were not satisfied with fairness of transfer and promotion from school to school and other places.

Inter-correlations among study variables

Table 17: Descriptive statistics and correlation among independent and dependent variables

No	Variables	1	2	3	4	5	6	7	8	9	10	11
1	Policy	1	.				.					
2	Salary	.49**	1									
3	Supervision	.41**	.43**	1								
4	Work relation	.50**	.46**	.41**	1							
5	Work condition	.46**	.46**	.34**	.57**	1	.					
6	Fairness	.32**	.32**	.27**	.36**	.47**	1					
7	Recognition	.55**	.52**	.48**	.65**	.53**	.49**	1		.		
8	Advancement	.58**	.57**	.52**	.62**	.55**	.45**	.62**	1			
9	Achievement	.63**	.56**	.48**	.61**	.53**	.52**	.68**	.62**	1		
10	Satisfaction	.67**	.65**	.63**	.72**	.69**	.52**	.63**	.60**	.69**	1	
11	Commitment	.60**	.58**	.54**	.71**	.64**	.44**	.80**	.74**	.79**	.86**	1

**correlation is significant at .01

As shown in Table 17, the results of the study indicated that there is positive and significant relationship between intrinsic factors and job satisfaction. That is, there is positive relationship between policy and job satisfaction ($r=.67$, $p<.01$), salary and job satisfaction ($r=.65$, $p<.01$), supervision and job satisfaction ($r=.54$, $p<.01$), work relation and job satisfaction ($r=.72$, $p<.01$), work condition and job satisfaction ($r=.69$, $p<.01$), fairness and job satisfaction ($r=.52$, $p<.01$). There is also positive and significant relationship between extrinsic factors and job satisfaction:

recognition and job satisfaction ($r=.63, p<.01$), advancement and job satisfaction ($r=.60, p<.01$), and achievement and job satisfaction ($r=.69, p<.01$).

Similarly, there are positive and significant relationships between intrinsic and extrinsic factors and teachers commitment: policy and teachers' commitment ($r=.60, p<.01$), salary and teachers commitment ($r=.58, p<.01$), supervision and teachers' commitment ($r=.54, p<.01$), work relation and teachers commitment ($r=.71, p<.01$), work condition and teachers' commitment ($r=.64, p<.01$), fairness and teachers commitment ($r=.44, p<.01$), recognition and teachers' commitment ($r=.80, p<.01$), advancement and teachers commitment ($r=.74, p<.01$), and achievement and teachers commitment ($r=.79, p<.01$).

The influence of intrinsic and extrinsic factors on job satisfaction and commitment

Multiple regression analyses were employed to examine the influence of internal and external factors on teachers job satisfaction and commitment. Before conducting multiple regression analysis, basic assumptions of multiple regressions such as normality, linearity, collinearity, heteroscedasticity were checked. Normality assumptions were examined using common method of assessing normality (skewness and kurtosis). Univariate normality assessment is usually rejected if the ratio of skewness is higher than 1 and kurtosis is higher than 2 (Nunnally & Bernstein 1994).

Table 18: Normality Assessment using Skewness and Kurtosis

Variables	N	Mean	Std. Deviation	Skewness	Kurtosis
Policy	94	2.81	.98	.121	-.428
Salary	94	2.32	.93	.494	-.337
Supervision	94	2.91	1.03	.065	-.602
Work relation	94	2.72	1.04	.237	-.604
Work condition	94	2.79	1.03	.162	-.641
Fairness	94	3.37	1.09	-.687	-.284
Recognition	94	2.70	1.11	.478	-.684
Advancement	94	2.55	1.04	.610	-.009
Achievement	94	2.53	.99	.709	.117
Satisfaction	94	2.72	.96	.137	-.572
Commitment	94	2.81	.84	.262	.239

In this study, there was an evidence of assumptions of univariate normality since the values of skewness and kurtosis were found to be within the recommended level (see Table 18). The skewness values for all study variables ranges from -.69 and .71 whereas the value of kurtosis for all variables ranges from -.68 and .24. Concerning collinearity diagnosis, as shown in Table 16, Pearson correlation coefficient among intrinsic factors and extrinsic factors suggested that there were no multi collinearity problem in the data.

Multiple regression analysis to examine the influence of intrinsic factors on job satisfaction

Table 19: Summary of ANOVA for intrinsic factors on Job Satisfaction^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	R ²
1	Regression	55.601	3	18.534	55.583	.000 ^b	.638
	Residual	30.010	90	.333			
	Total	85.610	93				

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Achievement, Advancement, Recognition

The result of multiple regression analyses, as indicated in Table 19, has shown that intrinsic factors influence job satisfaction of school teachers. About 63.8% of job satisfaction of school teachers was accounted for by intrinsic factors. This proportion of variance in independent variables was statistically significant ($F=55.58, p<0.01$).

Table 20: Multiple Regression Analysis of Intrinsic Factors on Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.659	.171		3.864	.000
	Recognition	.198	.099	.229	2.001	.048
	Advancement	.211	.098	.230	2.151	.034
	Achievement	.390	.128	.405	3.046	.003

As shown in Table 20, the results of multiple regression analysis indicated that all intrinsic factors have shown significant effect on job satisfaction of school teachers. Thus, recognition ($\beta=.23, p<.01$), advancement ($\beta=.23, p<.01$) and achievement ($\beta=.41, p<.01$) have shown statistically significant effect on job satisfaction. This shows that recognition, advancement and achievement have significant effect on job satisfaction of teachers.

Multiple regression analysis to examine the influence of extrinsic factors on job satisfaction

Table 21: Summary of ANOVA for extrinsic factors on Job Satisfaction ^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	R ²
1	Regression	69.910	6	11.652	64.564	.000 ^b	.804
	Residual	15.701	87	.180			
	Total	85.610	93				

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Fairness, Supervision, Policy, Salary, Work relation, Work condition

The result of multiple regression analyses, as indicated in Table 21, shows that extrinsic factors influence job satisfaction of school teachers. About 80.4% of job satisfaction of school teachers was accounted for by extrinsic factors. This proportion of variance in independent variables was statistically significant ($F=64.56$, $p<0.01$).

Table 22: Multiple Regression Analysis of Extrinsic Factors on Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-574	.182		-3.151	.002
	Policy	.209	.056	.215	3.698	.000
	Salary	.193	.060	.186	3.237	.002
	Supervision	.229	.050	.246	4.560	.000
	Work relation	.236	.057	.255	4.162	.000
	Work condition	.192	.058	.205	3.319	.001
	Fairness	.124	.047	.141	2.672	.009

As shown in Table 22, among the extrinsic factors indicated in this study, the result of multiple regression analysis indicated that all the extrinsic factors have shown significant influence on job satisfaction of school teachers. Thus, policy ($\beta=.22$, $p<.01$), salary ($\beta=.19$, $p<.01$), supervision ($\beta=.25$, $p<.01$), work relation ($\beta=.26$, $p<.01$), work condition ($\beta=.21$, $p<.01$) and fairness ($\beta=.14$, $p<.01$) have shown statistically significant influence on job satisfaction at $p<.01$.

As we can see from the regression results of the study, there are so many intrinsic and extrinsic factors that influence job satisfaction of teachers in secondary schools. In relation to this, previous study has also confirmed that intrinsic and extrinsic factors had influence on job satisfaction of teachers. For instance, Eleni (2017) asserted that teachers who were satisfied in their working condition were also satisfied in their job. Robbins (2005) also stated that working condition has sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works. In addition, concerning supervision, Eleni (2017) confirmed the importance supervision in increasing or decreasing job satisfaction.

Multiple regression analysis to examine the influence of intrinsic factors on job commitment

Multiple regression analyses were also employed to examine the influence of intrinsic factors on teachers job commitment. The results of multiple regression analyses are presented in the following tables.

Table 23: Summary of ANOVA for intrinsic factors on Job Commitment

Model	Sum of Squares	df	Mean Square	F	Sig.	R ²
1 Regression	46.761	3	15.587	73.942	.000b	.702
Residual	18.972	90	.211			
Total	65.732	93				

a. Dependent Variable: Satisfaction

b. Predictors: (Constant), Achievement Advancement, Recognition

C. Table 23. presents the result of multiple regression analyses of intrinsic factors have shown to influence commitment of school teachers. About 70.2% of change in school teachers commitment was accounted for by intrinsic factors. This proportion of variance in intrinsic factors such as recognition, advancement, and achievement was statistically significant (F=73.94, p<0.01).

Table 24: Multiple Regression Analysis of Intrinsic Factors on Job Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.933	.136		6.884	.000
	Recognition	.324	.079	.429	4.126	.000
	Advancement	.193	.078	.239	2.470	.015
	Achievement	.203	.102	.240	1.989	.050

As shown in Table 24, the results of multiple regression analysis indicated that all intrinsic factors have shown significant effect on teachers commitment. Thus, achievement ($\beta=.24$, $p<.01$),

advancement ($\beta=.24$, $p<.01$), and recognition ($\beta=.43$, $p<.01$) have shown statistically significant effect on job commitment.

Multiple regression analysis of extrinsic factors on job commitment

Table 25: Summary of ANOVA for extrinsic factors on Job Commitment^a

Model		Sum of Squares	Df	Mean Square	F	Sig.	R ²
1	Regression	44.911	6	7.485	31.276	.000b	.66.1
	Residual	20.822	87	.239			
	Total	65.732	93				

c. Dependent Variable: Satisfaction

d. Predictors: (Constant), Fairness, Supervision, Policy, Salary, Work relation, Work condition

The result of multiple regression analyses, as indicated in Table 25, shows that extrinsic factors influence job satisfaction of school teachers. About 65.5% of job satisfaction of school teachers was accounted for by extrinsic factors. This proportion of variance in independent variables was statistically significant ($F=31.28$ $p<0.01$).

Table 26: Multiple Regression Analysis of Independent Variables on Commitment

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
1	(Constant)	.267	.210		1.274	.206
	Policy	.140	.065	.164	2.149	.034
	Salary	.133	.069	.146	1.935	.056
	Supervision	.150	.058	.183	2.588	.011
	Work relation	.276	.065	.340	4.230	.000
	Work condition	.162	.066	.198	2.432	.017
	Fairness	.062	.054	.080	1.159	.250

Among the extrinsic factors indicated in this study, the result of multiple regression analysis indicated majority of the factors have shown significant effect on the dependent variable (commitment). As shown in the above Table 26, policy ($\beta=.16$, $p<.05$), supervision ($\beta=.18$, $p<.05$), work relation ($\beta=.34$, $p<.01$) and work condition ($\beta=.20$, $p<.05$) were statistically significant effect on teachers commitment.

The relationship between teachers' job satisfaction and commitment

To determine the relationship between teachers' job satisfaction and commitment, Pearson product correlation coefficient was computed. As indicated in Table 17, teachers' job satisfaction is strongly and significantly associated with teachers' commitment ($r=.86$, $p<.01$). This study is consistent with a study conducted in Ethiopia and other parts of the world. For instance, study conducted by Desta (2014) among secondary school teachers in Hadiya (Ethiopia) confirmed that job satisfaction of school teachers are positively and strongly associated with teachers' commitment. This shows that higher levels of teachers' job satisfaction were associated with higher levels of commitment. In line with this, a study conducted in India among secondary school teachers (Basu, 2016) confirmed that job satisfaction and professional commitment of teachers was strongly and positively correlated. Similarly, Getahun, Tefera and Burchew (2016) revealed that schools can enhance the level of teachers' organizational commitment by creating more satisfying working environment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part of the study presents the summary of the major findings, conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance teachers' job satisfaction and commitment in secondary schools of Gurage Zone.

5.1 Summary

The purpose of the study was to investigate the status of teachers' job satisfaction and commitment in secondary schools and the relationship between teachers' job satisfaction and commitment. To address these objectives, cluster probability sampling technique was employed to select respondents from schools in 13 woredas and two administrative towns whereas purposive sampling was employed to select principals.

The results of the study indicated that the school teachers were not satisfied in their job. The majority of teachers were also not satisfied with their level of intrinsic and extrinsic factors that affect their job satisfaction and commitment. Concerning intrinsic and extrinsic factors influencing teachers job satisfaction and commitment of teachers, teachers were not satisfied with the recognition, advancement, achievement, policy, salary, supervision, work condition, and fairness of work load in the schools. Among the intrinsic and extrinsic factors that affect job satisfaction of teachers, the result of multiple regression analysis conducted separately indicated that the majority of the factors have shown significant effect on job satisfaction of teachers. Policy, salary, supervision, work relation, work condition, fairness, recognition, achievement, and advancement were significantly influence job satisfaction of teachers.

Among the intrinsic and extrinsic factors indicated in this study, the result of multiple regression analysis indicated that the majority of the factors have shown significant effect on commitment of teachers. Policy, supervision, work relation, work condition, recognition, achievement, and advancement had significant influence on teachers' commitment.

5.2. Conclusions

Based on the analysis of the study the following conclusions are drawn:

In the previous chapter, analysis and interpretation of the study was made based on the data obtained through questionnaire distributed to teachers of selected woreda schools and interviews were conducted with supervisors, principals of selected schools, experts of selected woreda and Gurage zone Educational department office. There are so many factors that affect job satisfaction and commitment. Among these factors that affect job satisfaction and commitment, extrinsic and intrinsic factors were considered in this study. The extrinsic factors like the practices of working condition in the schools are not fully satisfied teachers' in their job because of lack of internet services, and other refreshment material, inadequate computers access, lack of proper rental house in rural high school, lack of teacher's jobs satisfaction and commitment. The other extrinsic factors that affect job satisfaction and commitment are salary and policy. The presence of clear school based rules and regulations are found at good level but teachers are not satisfied with education training policy and not equal treatment between teachers. This greatly affects job satisfaction and commitment. Fairness is also another factor that decreases teacher's job satisfaction and commitment as a result of unfair transfer and promotion from school to school. Among other factors influencing teachers' job satisfaction, teachers are not satisfied with the practices of supervision in the schools because supervision in the school is not satisfactory to enhance teachers' job satisfaction on their job. Thus, education department offices of Gurage zone should give emphasis for the external and internal factors that affect job satisfaction and commitment of teachers to enhance teacher job commitment and satisfaction.

However, teachers are satisfied at cooperation with staff members` and intimate relationship of staff members. On the other hand, the intrinsic factors also revealed that the school's weakness on different aspects that have relation to enhance teachers' job satisfaction and commitment on the achievement of educational goals and objectives of schools. Under dimension of achievement teachers are received different award from school that increases job satisfaction and commitment. Furthermore, the study concluded that there was positive and strong relationship between teachers' job satisfaction and commitment. Thus, educational experts should give emphasis for job satisfaction along with job commitment in order to satisfy teachers' needs in the schools.

5.3. Recommendations

Based on the finding of study, the following recommendations are forwarded for relevant stakeholders of the Gurage zone educational department in general:

The Gurage Zone Educational Department should strive to strengthen the horizon of teachers work achievement, since most teachers show negative attitudes and poor achievements of students, and low moral towards their job in different schools. Gurage Zone Educational Department Education department should provide emphasis for teachers' professional advancement than ever so. In addition, Education sectors (MoE, Regional, Zonal and Woreda) should give special attention for teacher's job satisfaction and commitment. To do so, the Woreda education office should be given promotion, reward and recognition to increase job satisfaction. Moreover, even though the salary paid for teachers is not adequate enough to satisfy their needs, MoE should pay special attention to pay adequate salary for their daily and timely life expenses so that they can successfully accomplish their duties and rights.

To ensure teachers' job satisfaction and commitment educational experts of supervisors should offer timely support for teachers' to fill the technical skills gap rather than political supports and fault findings that will enhance teacher's commitment. Accordingly, school supervisors should be expected to employ supportive and knowledgeable supervisions in supporting and preparing training for the target teachers than political centered ones, since education seek for secularism.

The schools should also foster teachers' interest by encouraging teachers" in the job by fair and equitable rewards to increase work effectiveness. In addition the schools should create conducive environment by fulfilling school infrastructures like electricity, water supply, internet, recreation area and educational materials to increase job satisfaction.

Moreover, policy makers should critically think and reconsider the existing price condition with the ability of the currency to buy goods and indeed the economic development level of the nation if there is strong need to improve the quality standard of education and requirement of well skilled professionals with desired knowledge. At last the researcher also would like to suggest other researchers to conduct further research to identify other factors which affect teachers' job satisfaction and commitment which have not been studied sufficiently.

To sum up, MOE, the Gurage zone Educational Department experts, Woreda Education Experts, School supervisions, School principals and teachers themselves, and other stake holders should pay special emphases for better utilizations of teachers' job satisfaction and commitments on their endeavors.

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APPENDICES

QUESTIONNAIRES

Wolkite University

College of Business and Economics

Department of Management

Questionnaire to be filled by Education Professionals

Dear respondent, the purpose of this questionnaire is to collect information regarding “Teachers Job Satisfaction and commitment in Secondary Schools” in case of Gurage Zone of some selected secondary schools. This study will be undertaken for the partial fulfillment of the requirements for Master Degree in Business Administration

It will be used only for academic purpose and as such, confidentiality of your information is highly kept. Your cooperation is very helpful for the fulfillment of project objective. Thank you for your cooperation! General directions:

- No need of writing your name
- Your answer should represent your direct feelings.
- If you need extra support ask the data collector.
- There is no right or wrong answers but, the correct answer should be what you have observed.
- Put an "X" mark in the box of your choice.

Part A: - General background information

1. School name _____
2. Sex: Male Female
3. Age: a) 25 and below b) 26-30 c) 31-35 d) 36-40 e) above 40
4. Educational background: a) Diploma b) BA/BSC/Bed degree c) MA/MSc/MED degree 5.
Service years: a) 0-2 years b) 3-5 years c) 6-8 years d) 9-11 years
e) 12-14 years f) 15-17 years g) more than 17 years
6. Location of school: Rural Urban Appendix

B:

Please, respond to all items given below by putting a tick (X) in the appropriate space using the following scales:

Alternatives:

1= strongly disagree, 2 = disagree, 3 = undecided, 4=agree, 5=strongly agree.

Rate Teacher level of satisfaction items of related organizational policy and administration

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Teachers are satisfied with educational and training policy					
2. The presence of clear school based rule and regulation satisfied teachers.					
3. With equally treatment teachers are satisfied.					
Rate your level of satisfaction for the salary related condition are listed below.					
4. Teachers salary is adequate enough to Satisfied all needs.					
. 5. Teachers salary enhanced job commitment					
6. Teachers have additional incentive received for their extra work					
7. Teachers payment and their efforts are much each other.					
Rate your level questions that focused on supervision are listed below.					
8. Teachers are supervised in a supportive, Collegial and democratic manner.					
9. Supervisors initiate teachers to discuss on various academic and other issues					
10. Supervisors technically know-how to support teachers.					
11. Supervisors technically know-how to support teachers and prepare training					

Items that focused on school and working relation are listed below; please show your position from the given alternatives					
12. Teachers have good relationship with management team.					
13. Teachers are satisfied with staff					
14. Teachers are satisfied with relationship of their students.					
15. Teachers are satisfied with intimate relationship of staff members.					
Items that focused on teachers working condition in the school are listed below; please show your position from the given alternatives.					
16. Student attitudes towards education in school are enhanced teachers job Satisfaction					
17. Teachers are satisfied with refreshment material within school.(TV,Tennis,Cafe).					
18. School is satisfied teachers with creating clean, initiating and comfortable working area.					
19. Teachers are satisfied with accessibility of transportation					
Rate teachers level of satisfaction for the items related to fairness					
20. Teachers are satisfied fairness of transfer and promotion from school to school and other place.					
21. Teachers are satisfied with fairness of career structure development					
Items that focused on teachers affective commitment in the school are listed below; please show your position from the given alternatives					
22. Teachers encourage each other to complete the task timely with full dedication and accuracy to increases productivity of school.					
23. Teachers are committed to resist external and internal factors affect work condition					
24. Teachers are sensitively attached to teaching.					

25. Teaching profession is important to teachers self-image					
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Items that focused on teachers continuance commitment in the school are listed below; please show your position from the given alternatives.					
26. Teachers will not change teaching if teachers offered better working condition and safety in some other sector					
27. For teachers personally, the cost of leaving teaching would be greater than the benefit					
28. Changing teaching profession now would be difficult for teachers					
Items that focused on teachers normative commitment in the school are listed below; please show your position from the given alternatives.					
29. Teachers a strong sense of belonging to teaching.					
30. Teachers are satisfied with professional ability to perform their job.					
31. Received academic rewards from school are increased teachers job satisfaction					
32. Teachers" would feel guilty if they left teaching profession					
Rate teachers level of satisfaction for the items related to recognition					
33. The recognition given in the school is fairly assesses teachers work.					
34. Well done job of teachers are recognized in the school.					
35. Teachers get enough recognition from education leaders and immediate supervisors. Level of satisfaction for the items related to personal advancement opportunities in school					

Level of satisfaction for the items related to personal advancement opportunities in school					
36. Teachers are satisfied with availability of further professional advancement opportunity					

37. Provision of job related workshops enhance teachers academic performance					
Rate your level of satisfaction for the items related to achievement.					
38. I am satisfied with my professional ability to perform my job.					
39. Received academic rewards from school is increased my job					
40. My accomplishments of task are similar with the schedule of school.					
41. I am satisfied with the successes gained by my students					
Rate your level of agreement on teachers' job satisfaction items					
42. I am satisfied to become a teacher.					
43 . I enjoy in my work.					
44. Teaching provides me with opportunity touse all my skills and knowledge.					
45. I am prefers to continue with teaching profession.					
46. Teaching profession is challenging job for me.					
47. I am interested to provide enough tutorial for different level student.					
48. There is fair distribution of work load in teaching.					

Appendix C

Open-ended Question.

1. Brief describe the factors in your school environment that dissatisfies you the most _____

2. What would you recommend to the education leaders and stakeholders to improve the job satisfaction of teachers in secondary schools?

3. What do you say about your work condition? (School facilities, attractiveness etc.)

4. How does the teachers perceive job itself among secondary school of Gurage zone? _____

5. How teachers“ see current professional development or personal advancement in Secondaryschool? _____

6. How do you feel about the practices supervision in the

7. The promotions of teachers are adequate with relation of their work in school?

8.what do say about practice of policy and administration in the school?

9.How teachers salary and others incentives in relation to their effort?

Appendix D

Interview

Interview guidelines for Zone woreda, education office, school principals and supervisors:- The main objective of this interview guideline is to collect extensive information about Secondary school teachers' job satisfaction and commitment. Thus, your genuine participation to give necessary data has great importance for effectiveness of the project.

Sex _____ Age _____ Current position _____ Service year _____

1. How teachers' salary and others incentives in relation to their effort?
2. How teachers see current professional development or personal advancement in secondary school?
3. How the practice of teachers recognition in their job?
4. How do you feel about achievement of teachers in their work?
5. How does teachers practice their responsibility in the job?

6. How do you feel about relation between teachers job satisfaction and their commitment in their job?
7. How the commitment of teachers on the job? (Affective commitment, Continuance commitment and normative commitment?)
8. What measure should be taken to improve teachers job satisfaction and their commitment?